

State Exam

Maximiser

АНГЛИЙСКИЙ ЯЗЫК

Подготовка к
экзаменам

Е.Н. Соловова
И.Е. Солокова



PEARSON
Longman

plus 2 CDs

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Введение

Дорогие преподаватели и студенты!

Любой экзамен – это испытание как для студентов, так и для преподавателей.

В настоящее время существует много различных типов экзамена по английскому языку как иностранному. Как показывает практика, многие сдают разные экзамены по иностранному языку: переводные и выпускные экзамены в школе, вступительные экзамены в вузы, международные экзамены для продолжения обучения за рубежом, получения работы и т.д.. При всех кажущихся различиях существующих международных и национальных экзаменов по иностранному языку в них много общего.

- В настоящее время все языковые экзамены направлены на контроль эффективности коммуникации в устной и письменной речи, что предполагает наличие в них заданий на контроль аудирования, чтения, говорения, письма, а также лексико-грамматического теста.
- И международные и национальные экзамены ориентируются на единую шкалу уровней владения иностранным языком (A1–C2), разработанную Советом Европы. Ориентация на данную шкалу уровней становится обязательной не только для европейских экзаменов, но и экзаменов, разработанных для США и других стран мира, в том числе стран Юго-Восточной Азии.

Ни один из существующих международных или национальных экзаменов не является статичным: время от времени в каждом из них появляются новые типы заданий, меняется общий формат экзамена, при этом объекты контроля остаются практически неизменными. В основе эффективной коммуникации лежат конкретные речевые стратегии, на их контроль и направлены языковые экзамены.

В связи с этим, представляется нерациональным разрабатывать учебные пособия для подготовки только к одному конкретному типу экзамена, который, при этом, может измениться до того, как пособие выйдет в свет. В данном учебном пособии сделана попытка сформировать и развить умения рационального подхода к работе с экзаменационными материалами, в пределах наиболее распространенных типов заданий, используемых в различных экзаменационных системах, включая ЕГЭ по английскому языку.

Данное учебное пособие может представлять интерес для широкой аудитории системы непрерывного языкового образования.

Пособие «State Exam Maximiser»

Данное пособие может использоваться как преподавателями на уроках, так и учащимися в процессе самостоятельной работы. «State Exam Maximiser» также может служить материалом для подготовки к ЕГЭ и к другим языковым экзаменам. Оно может стать основой для разработки элективных курсов в системе дополнительного языкового образования.

Пособие «State Exam Maximiser» и экзаменационные требования ЕГЭ

Представленные в данном пособии материалы подготовлены с учетом действующей спецификации ЕГЭ, требований Государственных образовательных стандартов для полной средней школы по иностранным языкам, а также с учетом перспектив развития ЕГЭ на 2009г.

Материалы пособия готовят учащихся к выполнению заданий, представленных в устной и письменной части экзамена. При этом спектр заданий пособия «State Exam Maximiser» шире, чем спектр заданий, которые были использованы в ЕГЭ в период с 2000 до 2006 года, и ориентированы на перспективы развития ЕГЭ.

В данном пособии использованы различные типы аутентичных текстов, которые соответствуют требованиям спецификации ЕГЭ и Государственного образовательного стандарта для полной средней школы.

Тематика заданий соответствует кодификатору ЕГЭ, составленному на основе Государственного образовательного стандарта для полной средней школы. Упражнения развивают все языковые навыки и речевые умения, необходимые для успешной сдачи выпускных школьных и вступительных в вуз экзаменов по английскому языку. Уровни сложности отдельных заданий устной и письменной части соотносимы с соответствующими уровнями Совета Европы и уровнями, определенными в ЕГЭ (базовый уровень – А2, повышенный уровень – В1, высокий уровень – В2), что дает возможность успешно подготовиться к выполнению заданий любого уровня сложности.

В пособии широко используется русский язык. Выбор русского языка преследует следующие цели:

- снятие возможных языковых трудностей и предотвращение неточности понимания текста инструкций и стратегий выполнения заданий;
- понимание универсальности использования данных стратегий при общении на любом языке, формирование алгоритма эффективной коммуникации на любом языке, включая родной;

- в условиях национального экзамена по иностранному языку, использование родного языка в качестве языка инструкций создает необходимость быстрого переключения с одного языка на другой, что требует определенного навыка.

Структура пособия «State Exam Maximiser»

Структура пособия соотносима со структурой языковых экзаменов, где, как правило, присутствуют 2 части: письменная и устная.

Часть I – устный экзамен – содержит комплексы упражнений, которые

- готовят студентов к выполнению заданий монологического и диалогического характера;
- формируют необходимые стратегии речевой коммуникации, с учетом специфики каждой из указанных форм речевого общения;
- отрабатывают компенсаторные приемы, связанные с восполнением возможных пробелов в коммуникации.

Часть II – письменный экзамен – состоит из комплексов упражнений, развивающих

- лексико-грамматические навыки;
- умения аудирования;
- умения чтения;
- умения письма.

Все данные навыки и умения тестируются в отдельных разделах письменной части языковых экзаменов, включая ЕГЭ.

Дополнительно в пособии содержатся:

Часть III (грамматика в упражнениях): проверка знаний основных проблемных областей грамматики, без чего невозможна успешная сдача письменной и устной частей любого языкового экзамена, включая базовый, повышенный и высокий уровни ЕГЭ.

Аудиозаписи: все записи, относящиеся к части «Аудирование».

Ключи: содержат не только ответы, но и комментарии, объясняющие выбор ответов.

Материалы, посвященные каждому из видов речевой деятельности, включают в себя:

- Раздел «Общие замечания», содержащий практические указания и упражнения, направленные на формирование компенсаторных навыков и умений, для данного вида речевой деятельности. Например, в разделах «Чтение» и «Аудирование» предлагаются стратегии, связанные с определением значения новых слов/ типов используемых текстов и т.п.

- Разделы, посвященные одному типу экзаменационного задания (напр., заданию на множественный выбор из предложенных вариантов). В каждом разделе дается список необходимых слов и выражений, а также описание стратегий (подраздел «Ключ к успеху»), рекомендуемых при выполнении данного типа задания. Далее предлагаются упражнения, дающие возможность отработать данные стратегии, применить полученные знания.
- В конце каждого раздела даются задания экзаменационного типа, ориентированные на интеграцию всех отработанных стратегий.

Как пользоваться пособием «State Exam Maximiser»

Каждый раздел данного пособия можно рассматривать как автономный модуль, что дает возможность различных моделей использования предложенных материалов. Возможно как последовательное изучение всех разделов, так и изучение одного из разделов пособия как автономного элективного курса.

Выбор последовательности и глубины изучения материалов данного пособия будет определяться спецификой учебной ситуации, потребностями учащихся и возможностями конкретного учебного заведения.

Мы уверены, что пособие «State Exam Maximiser» окажется незаменимым помощником для аудиторной и самостоятельной работы для широкого круга лиц, изучающих и преподающих иностранные языки в системе непрерывного языкового образования, при подготовке к сдаче ЕГЭ, а также других экзаменов по английскому языку как иностранному.

Надеемся, что студенты и преподаватели получат удовольствие от работы с нашим пособием. Мы также желаем студентам успешной сдачи любых экзаменов по английскому языку.

Авторы

Часть I.

Устный экзамен

Устная часть ЕГЭ по английскому языку является обязательной и проводится с привлечением экспертов-экзаменаторов.

Данная часть экзамена включает два задания:

- тематическое монологическое высказывание;
- диалог с целью обмена оценочной информацией.

Время устного ответа – 10 минут на одного испытуемого.

Часть I пособия по подготовке готовит студентов к выполнению всех устных экзаменационных заданий. Она состоит из следующих разделов:

Общие замечания

Данный раздел посвящен экзамену в целом и содержит практические указания и упражнения на преодоление наиболее типичных трудностей любого устного экзамена по английскому языку как иностранному, независимо от конкретного вида задания.

В данном разделе предлагаются конкретные стратегии, направленные на формирование компенсаторных умений в устном речевом общении, например:

- что делать, если вы не поняли слов экзаменатора;
- что делать, если у вас нет готового ответа на вопрос и вам необходимо собраться с мыслями;
- что делать, если вы забыли нужное слово и т.д.

Различные типы диалогов прагматической направленности

Данная глава включает в себя 3 самостоятельных раздела: «Получение и сообщение информации», «Сообщение о случившемся» и «Обсуждение проблемы».

В упражнениях данной главы отрабатываются различные стратегии запроса и передачи информации, с учетом степени формальности общения, потребности в соблюдении полноты и четкости передачи запрашиваемой информации.

Описание иллюстраций и презентация темы с ее последующим обсуждением

Данная глава состоит из 15 разделов, соотносимых с тематикой речевого общения, определенной требованиями Государственного образовательного стандарта для полной средней школы (базовый и профильный уровни).

Цели данной части учебного пособия по подготовке к экзамену можно определить как:

- актуализация словарного запаса учащихся;
- систематизация знаний по возможным вариантам композиции речи;
- развитие навыков устной презентации.

Ключи к Части I содержат не только ответы к заданиям закрытого типа, но и многочисленные образцы ответов к заданиям открытого типа, т.е. к таким заданиям, где возможны несколько вариантов ответа (например, задания со свободно-конструируемым ответом).

По понятным причинам, в ключах не приводятся ответы к упражнениям и заданиям, где студенты должны высказать собственное мнение, либо рассказать о личном опыте.

Общие замечания

Если вы не поняли слов экзаменатора либо не уверены, что поняли правильно:

✎ попросите повторить:

I'm sorry, could/would you repeat that, please?

Could you say that again, please?

In the ...?

You'd like 'The Times' and ...?

✎ попросите прокомментировать или уточнить вопрос/утверждение:

I'm sorry, I don't understand.

I'm sorry, I don't quite see what you mean.

Sorry, I didn't quite catch what you were saying.

✎ повторите вопрос или часть вопроса для уточнения правильного понимания:

Did you say ...?

At the post office?

Thirty or forty?

Would you like to know ...?

Are you asking about ...?

Should I describe ...?

Do you want me to comment on ...?

How do I react to ...?



Участник «В» не понимает подчеркнутой части предложения. Используя предложенные стратегии, уточните правильность понимания/попросите разъяснить «неясную» часть высказывания.

1. A: *My grandfather lived in Inverness during the war.*

B: _____

2. A: *How come you've lost so much weight?*

B: _____

3. A: *I'd like a pound of potatoes and an aubergine.*

B: _____

4. A: *That's thirteen pounds and sixty five pence.*

B: _____

5. A: *So let's meet in front of the theatre at, say, 5.50 p.m.*

B: _____

6. A: *Could you summarise the plot of a film you've seen lately?*

B: _____

7. A: *What's your opinion about Woody Allen's 'Annie Hall'?*

B: _____



Работайте в парах. Один из вас должен реагировать согласно данным ниже указаниям (что-то говорить либо задавать вопросы), другой – делать вид, что не очень хорошо понимает, и применять все вышеописанные стратегии, используя как можно больше различных выражений. Затем поменяйтесь ролями.

1. Explain to your partner how to get from the school to the nearest underground station.

2. Tell your partner the plot of a film you saw recently.

3. Find out in detail how your partner spent their last holidays (time, place, company, food, attractions, adventures etc).

4. Find out from your partner what happened in the last episode of a TV series you both watch.

5. You are having a phone conversation with your partner. You want to arrange a meeting with him/her but he/she cannot hear you very well.

6. Describe in detail a house or flat that you visited recently and you liked very much.

Если у вас нет готового ответа на вопрос и вам необходимо собраться с мыслями:

■ постарайтесь выиграть время:

✓ повторите вопрос экзаменатора:

*Does nuclear energy cause pollution?
Do I enjoy fancy dress parties?*

✓ перефразируйте вопрос экзаменатора:

*You mean what does Greenpeace do to improve
our living conditions?
What do I think about disarmament?*

✓ используйте фразы и выражения, которые дают время на раздумье:

*Mmm ..., Er ..., Well ..., You know ..., Actually ...,
You see ..., In fact ..., Let me think ..., Honestly ...,
The thing is ..., How shall I put it ..., sort of ...,
As far as I'm concerned ..., It's difficult to say ...,
That's a very interesting/difficult question ...,
I'm not quite sure but I believe/think ...*

■ сошлитесь на личный опыт или мнение других людей – родителей, друзей и т.п.:

*Well, I haven't thought about it too much but my father says ...
I'm not familiar with nuclear energy,
but my friends in France ...*

■ дипломатично смените тему: переведите обсуждение в тему, близкую к заданной (не уходите далеко от заданной темы, чтобы не потерять экзаменационные баллы).

Экзаменатор: *Do you think you eat in a healthy way?*

Учащийся: *I think food is very important for our
health, as well as regular exercise.
I exercise every day and ...*



Опираясь на то, что говорил участник «В», восстановите вопросы, заданные участником «А».

1. A: _____

B: *Well, this is a difficult question. In fact, bringing up
children depends a lot on the relationship
between parents. For example, unhappy
marriages ...*

2. A: _____

B: *Let me think ... Well, actually, people rarely
think about what they eat.*

3. A: _____

B: *Do I like watching soap operas?*

4. A: _____

B: *You mean are young people now more
aggressive than in the past?*

5. A: _____

B: *Are you interested in British football today or in
the past?*

6. A: _____

B: *I haven't really thought about it, but it seems
the Unified State Exam is not a bad idea.*



Работайте в парах. Задайте друг другу вопросы и ответьте на них, используя вышеприведенные стратегии. Добавьте к списку собственные вопросы.

1. Why do you think watching videos has become more popular than going to the cinema?
2. What do you think could be done to reduce the number of accidents on roads in Russia?
3. What advice would you give to a person who wants to give up smoking?
4. Some people say that poor people eat healthier food than rich people. Do you agree?
5. What are the disadvantages of being famous?
6. Could you explain why so many people nowadays take up extreme sports (bungee jumping, rock climbing, white-water rafting)?
7. Do you think doctors should be allowed to accept gifts from patients?

Если вы не знаете или не помните какого-нибудь слова, не волнуйтесь:

✎ **замените это слово другим, с близким или более общим значением:**

meat вместо *lamb*
pen вместо *biro*
car вместо *van*
optimistic вместо *cheerful*

✎ **вместо слова используйте определение или описание предмета или лица:**

the thing you put your head on when you go to sleep (pillow)
the person people go to to have their hair cut (hairdresser)

✎ **прибегните к жестам или мимике, покажите форму, цвет, настроение:**

*Her dress was a funny colour ... , a bit like this ... ,
 It was shaped like this ...*

Однако помните, что жесты и мимика не всегда могут заменить слово, поэтому старайтесь не злоупотреблять этой стратегией.

✎ **попробуйте попросить экзаменатора помочь вам (но будьте готовы к тому, что в некоторых случаях экзаменатор не будет отвечать на подобные вопросы):**

*What's the word for the hospital where women have babies?
 What do you call the person who helps women to give birth?*



Какие слова имели в виду говорящие? Кто из них нашел лучший способ описать слово?

1. I felt, you know, like in a cage full of snakes.
2. I wanted to buy this thing you use to put a thing in the wall, not a hammer, the thing that you turn.
3. He smiled at me but you know, in this unpleasant way, as if he thought I was stupid.
4. What do you call the thing you put on the top of the pot when you boil something?
5. The building looked like the thing in which you put ice cream but upside down.
6. He walked in a very strange way – as if he had drunk too much alcohol.
7. I couldn't drink the juice because it was It had a very strong taste, you know, like a lemon.
8. He is You can never expect that he'll do what he promised.
9. It was so hot that his ... you know, the thing that you wear round your neck, was completely wet.
10. The mushrooms we picked were all ... you know, we could've been ill if we'd eaten them.



Вы проводите каникулы в англоговорящей семье. Вы хотите что-то сказать, но вам не хватает слов. В данных ниже предложениях оставлены некоторые русские слова. Применяя вышеописанные стратегии, выразите их смысл по-английски.

1. I think I (вывихнул) my knee – it's awfully (распухла).
2. I was a bit (разочарован) when I ate the famous English fish and chips.
3. The (бачок) in the bathroom is out of order – it (течет).
4. I need (английская булавка) to attach something to my backpack.
5. My (предки) fought against England in the Battle of Waterloo.
6. In some parts of the Urals the snow sometimes never (таять).
7. I've just seen a (еж) in the garden.
8. I think I'm ill. I have (сыпь) and (плохо себя чувствую).
9. I need eggs, milk, flour and (мак) to make this cake.
10. He broke his leg when he fell off (стремянка).

Если вы должны выбирать между разговорным и официальным языком, обратите внимание на следующее:

■ кто ваш собеседник, определяемый заданием, – чем больше разница в вашем возрасте, социальном статусе и чем меньше вы друг друга знаете, тем более официальную (вежливую) форму общения вам следует избрать:

В поезде:

При обращении к другу:

*Can you open the window?
Open the window.*

При обращении к незнакомому человеку:

*Would you mind opening the window?
It's very hot in here.*

■ если ситуация требует неких усилий со стороны вашего собеседника (вы просите что-то купить, дать информацию, подвезти вас, отложить что-либо), то чем больших усилий вы ожидаете, тем более вежливые формы общения вы должны выбирать:

I wonder if it would be at all possible for you to call off your holiday.

Can you tell me the time?

Помните, что вежливые фразы обычно длиннее – чем больше слов вы используете, чтобы о чем-то попросить или что-то предложить, тем более вежливо это прозвучит.

7

Расположите выражения от 1 (самое вежливое) до 4 (наименее вежливое) и выберите наиболее подходящее в данных ситуациях (a–d).

Get up for a sec!

Could you get up, please? You're sitting on my gloves.

I wonder if you could possibly get up for a second? I think you're sitting on my gloves.

Get up, please!

- a) Your younger brother has sat down on your gloves.
- b) An old lady on the bus has sat down on your gloves.
- c) A friend has sat down on your gloves.
- d) A girl from another class, whom you don't know well, has sat down on your gloves.

8

Для каждой из описанных ситуаций выделите 3 способа обращения с различной степенью вежливости. Кому они с большей вероятностью могут быть адресованы?

- You need someone's help in pushing the car to the side of the road.
- Someone has spilt tomato juice on your trousers.
- You want to invite someone to the theatre.
- You want to disagree with someone saying that eating meat is unhealthy.
- Someone is late and you've been waiting for half an hour.
- You want to use the telephone at someone's home.
- Someone is sitting in your seat at the theatre.
- You want to open the window in a train compartment.
- You want someone to lend you 'Harry Potter and the Philosopher's Stone'.
- You have to warn someone that you will be late for the meeting/date/appointment.

Если вам нужно описать фотографию или картинку:

Первый способ:

- **начните с общего описания того, что вы видите на фото или картинке:**

The picture shows a busy street in the city centre ...

I can see a group of people sitting around a table, having a meal ...

- **затем переходите к деталям:**

The man in the middle of the picture is wearing a strange hat ...

I think the grandmother isn't very happy ...

- **старайтесь использовать выражения, помогающие в описании фото:**

*In the picture ..., in the middle (of ...),
on the left/right (of ...),
in the bottom/top left-hand corner ...,
in the foreground ..., in the background ..., I can see ...*

Второй способ:

- **начните с фактов, с объективного описания:**

*The picture shows an old woman and a teenage boy.
The woman is carrying a shopping bag.*

- **далее переходите к интерпретации:**

*The woman looks rather poor.
She may be the boy's grandmother.*

- **не забывайте об опорных выражениях при описании картинки:**

*The woman looks very happy.
It looks as if she's enjoying herself.
He may be older than he looks.
They could be close friends.
They seem to be celebrating something.
It's probably a wedding party.*



Опишите картинку согласно вышеприведенным инструкциям, затем дайте свое видение представленных ситуаций, отношений между людьми, их личностей, настроения и т.д.



Если вам нужно обсудить одну из двух выбранных тем:

■ постарайтесь логически выстроить вашу презентацию:

- ✓ помните, что оценка зависит не только от содержания, но и от связности изложения, логики и ваших ответов на вопросы экзаменатора;

■ продумайте структуру презентации:

- ✓ представьте известные вам факты и выскажите свое мнение;
- ✓ кратко суммируйте содержание вашей презентации;

■ продумайте язык презентации:

- ✓ произношение и корректное использование грамматики не менее важны, чем богатый словарный запас и разнообразие грамматических структур;
- ✓ будучи представленной в устной форме, презентация не должна включать в себя слишком официальную лексику и обороты, присущие только письменной речи;

■ делайте пометки:

- ✓ перечислите по пунктам, о чем вы собираетесь говорить;
- ✓ выпишите фразы, которыми вы начнете и завершите презентацию, а также опорные выражения и понятия;
- ✓ подчеркните то, что обязательно следует упомянуть;

■ не забывайте использовать связующие слова и фразы, помогающие выстроить речь:

<i>Let me start with ...</i>	<i>Another thing is ...</i>
<i>Firstly/Secondly, ...</i>	<i>However, ...</i>
<i>... for instance ...</i>	<i>In fact, ...</i>
<i>In spite of this, ...</i>	<i>To cut a long story short, ...</i>
<i>What's more, .../Moreover, ...</i>	<i>All in all, ...</i>
<i>Last but not least, ...</i>	<i>Finally, ...</i>
<i>What I wanted to talk about is ...</i>	
<i>On the one hand ..., but on the other hand ...</i>	

■ не заучивайте вашу речь наизусть:

- ✓ помните, что после презентации вам будут задавать вопросы, и придется импровизировать;

■ избегайте длинных и сложных предложений: в устной речи короткие предложения воспринимаются лучше,

■ не говорите слишком долго:

- ✓ старайтесь побыстрее затронуть все предложенные аспекты задания, если останется время, развивайте высказывание, добавляя новые аргументы.

10

Составьте план презентации по каждой из данных тем. Вкратце обозначьте известные вам факты и ваши взгляды на них, порядок их представления и опорные фразы.

- Marrying a foreigner is always risky – you can never understand each other as well as you understand a person of your own nationality. Express your opinion.
- Would you prefer to live in a flat or in a house? Give arguments.
- Education without grades would be much more effective. Do you agree?
- What are the negative social and psychological effects of unemployment? What could be done to prevent or reduce these effects?
- Our family are the most important people in our lives. Discuss.
- What does healthy eating mean to you? Describe the principles of a healthy diet.
- Advertisements lie. Do you agree that the main aim of advertising is to trick the customer?
- Would you prefer to visit Europe on your own or go on a package tour? Give arguments for and against each way of travelling.
- Theatre is a dying form of art. Do you agree?
- Are we an active society? Do we do a lot of sport and outdoor activities?
- Addictions are a negative side effect of civilisation. Support your opinion with examples.
- Investing in scientific research is a waste of money. Should the money spent on research be devoted to other purposes?
- The human race cannot survive if it continues to destroy the natural environment. What can each individual do to protect it?
- Is racism a problem in Russia? Are Russians friendly towards other races and nationalities?
- What kinds of things do you associate the USA with? How are these things important to the culture of the USA?

Направляемый диалог

Получение и сообщение информации

1.

Как поздороваться и попрощаться

Как поздороваться

Good morning./Good afternoon./Good evening.
Hello./Hi.
How are you? – I'm fine, thank you, and you? – I'm fine, thanks.

Как представить других

John, this is Peter./John, meet Peter.
John, I'd like you to meet Peter.
I'd like to introduce Peter Black.
May I introduce Peter Black?
Let me introduce Peter Black to you.

Как попрощаться

Goodbye./Bye.
See you./See you soon./See you on Monday.
Have a nice time./Have a good weekend.
Don't forget to drop me a line!
I'll call you.
Give me a ring some time!

Как представиться

My name's Peter Jones./I'm Peter Jones.
Nice to meet you./Pleased to meet you.
How do you do?

Как начать разговор

Excuse me, is anyone sitting here?/Is this seat taken?
Excuse me, am I not interrupting?
Excuse me, could you tell me the time?
Have you been here before? I'm new here.
Excuse me, haven't we met before?
Peter, is that you? We haven't seen each other for ...
Lovely day, isn't it? – Yes, it is.
Dreadful weather, isn't it? – Isn't it awful?

Как закончить разговор

Well, it's been nice talking to you.
OK, see you on Sunday.
I'm sorry, I must be going.
Bye, bye, take care.

1

Соотнесите предложения (1–6) с предложениями (a–f), чтобы получились мини-диалоги.

1. So, see you after the holidays.
 2. Good evening.
 3. How are you?
 4. I'd like you to meet my best friend, Jim.
 5. See you on Monday.
 6. Haven't we met before?
- a) Yes, I worked in your department for two weeks.
 - b) Nice to meet you.
 - c) Right, have a good time in Greece.
 - d) Fine, thanks.
 - e) Bye.
 - f) Hi.

2

Придумайте себе новую роль-маску, включив следующую информацию (1–6):

- как вас зовут;
- сколько вам лет;
- где вы живете;
- чем занимаетесь;
- ваши увлечения и интересы;
- что вы можете сказать о своей семье.

Встаньте и поздоровайтесь с классом, представьтесь и расскажите о себе, оперируя вымышленными фактами. Постарайтесь, чтобы разговор получился естественным.

3

Как бы вы представили каждого из этих людей в описанных ниже ситуациях? Если вы представляете больше одного человека, определитесь с очередностью. В каждом случае вы должны давать дополнительную информацию о человеке, которого представляете (используйте данные в скобках опоры).

- You've brought a close friend to another friend's birthday party.
(Hugh, classmate, school basketball team captain)
- You introduce the professor who will give a speech at the end-of-the-year ceremony at your school.
(Bruce Carter, astronomer, discovered a new star)
- You're with your parents on holiday and you meet your English teacher on the beach.
(parents – Ms Scott, taught you English for four years)
- You are walking with your girlfriend and you meet your mother in the street.
(Sam, friend from school, going to the cinema)
- In the park, where you're walking with a girl, you unexpectedly meet your old girlfriend.
(Jo, old friend – Pat, school friend)

4

Используя приведенные ниже ситуации, разыграйте с партнером диалог по теме, данной в скобках. Не забудьте поздороваться и попрощаться.

Образец: You meet a friend from your class in a local shop. (school)

Dima: *Hi, Ania.*
Ania: *Hi, Dima.*
Dima: *Have you written the essay for tomorrow?*
Ania: *Not yet. I have to do it tonight.*
Dima: *It took me hours! I started ...*

- You meet a neighbour walking his/her dog near your home. (weather)
- You meet your English teacher while shopping on Saturday. (crowds in supermarkets)
- You meet a classmate on a winter holiday in Krasnaya Polyana. (their stay in the mountains)
- You meet a friend from primary school, who you haven't seen for four years. (their life now)
- At the bus station you meet your aunt, who lives in another town. (her visit to your town)
- You meet your head teacher in the street late in the evening. (muggers)

5

Заполните пропуски в диалоге так, чтобы он получился законченным.

Mike: (1) _____, *is anyone sitting here?*
Jane: *Well, no, it's only my books. I'll put them over here.*
Mike: *Thanks.* (2) _____?
Jane: *I don't think so. I don't remember you.*
Mike: (3) _____. *I'm a student at the college.*
Jane: (4) _____. *My name's Jane Scott. I'm a student, too.*
Mike: *We may have met at the college, then.*
Jane: *Well, perhaps.* (5) _____?
Mike: (6) _____. *It's a bit too hot for me, though.*
Jane: *Oh, dear, I must be going, my class starts in ten minutes.*
Mike: *Oh, that's a pity.* (7) _____?
Jane: *Why not? I'm usually free on Saturday nights.*
(8) _____.
Mike: *I haven't got your phone number.*
Jane: *I'll write it down for you.*
Well, (9) _____. *I'm sorry, but I really must go now.* (10) _____.

6

Составьте план диалога, который мог бы состояться в данных ситуациях. Выберите наиболее уместную форму приветствия, представления себя и других, а также тему беседы. Прощайтесь. Разыграйте диалог с партнером.

- At a party you see a journalist that you've always wanted to meet. Approach him/her, introduce yourself and start talking about something that interests you.
- You meet your next-door neighbour in the street. You know that he/she's recently had problems with his/her car.
- In the park you see an attractive boy/girl sitting on a bench reading a book. Start a conversation.
- You're at a language school in London. It's your first day and you don't know anybody in your group. Start a conversation with the person sitting next to you.
- A distant cousin from the USA has come to visit his/her family in Russia. A family party has been organised to celebrate his/her visit. You're sitting next to him/her at the table. Talk to him/her.
- On holiday you meet an old friend whose family emigrated to Australia ten years ago.

2.

Как поддержать разговор

Как попросить объяснить или повторить что-л.

Could you repeat that, please?
 Sorry, I didn't catch what you said. Could you say it again, please?
 I'm not sure if I understand. Could you explain that, please?
 I don't quite see what you mean.
 What do you mean by 'funny'?
 What does 'file' mean exactly?
 Could you spell your name, please?
 Could you give an example?

Как вежливо вступить в разговор

By the way, ...
 That reminds me ...
 Excuse me, I'd just like to say that ...
 May I come in here?
 May I say something?
 That's right, but don't you think that ...

Как выразить неуверенность

Well, ... (I'm not quite sure ...)
 You see, ...
 Actually, .../In fact, ...
 What I mean is ...
 The point is ...
 Let me think, ...
 How shall I put it?
 Frankly speaking, ...

1

Попросите повторить или объяснить что-л. в следующих ситуациях, используя данные в скобках опоры.

- A: *An internal haemorrhage can be caused by an acute peptic ulcer.*
 (вы не понимаете подчеркнутых фраз)
 B: _____
- A: *Teenagers nowadays are arrogant, rude and don't respect their elders.*
 (вы просите привести пример)
 B: _____
- A: *Supply is directly dependent on demand, and the same is true in the job market.*
 (вы не понимаете все предложение)
 B: _____
- A: *Red tape is the most dangerous enemy of a free economy.*
 (вы не понимаете подчеркнутое выражение)
 B: _____
- A: *Professional sport has become corrupt and it depraves young people.*
 (вы не понимаете, что имеется в виду под словом «corrupt», попросите объяснить)
 B: _____
- A: *Plastic surgery is for women, men don't need to improve their looks.*
 (вы полагаете, что такие взгляды старомодны, попросите говорящего объяснить, что он имеет в виду)
 B: _____

2

Ответьте на вопросы 2–3 предложениями. Каждый раз начинайте с выражения неуверенности.

- What do you think about vegetarianism?
- Don't you think that married people should not be allowed to divorce?
- What is your opinion about capital punishment?
- At what age should young people be allowed to get a driving licence?
- Do you think that parents should be forbidden to hit their children?
- Don't you think that men are better at cooking than women?
- Everybody should pay for their education, don't you think?

3

Работайте в группах по 4 человека. Один из вас пытается объяснить свою точку зрения по одной из заданных тем. Другие вынуждены вежливо его прерывать, чтобы высказаться самим.

- Smoking in public places
- Heavy metal music
- Spiders
- Travelling by plane
- Hitchhiking
- Slimming diets

3.

Как запросить и получить информацию

Как запросить информацию

- Could you tell me where I can find a phone box?*
- Excuse me, do you know what this machine is for?*
- I wonder if you could help me. When does the evening performance end?*
- Excuse me, what size is this jacket?*
- Does this bus go to Victoria Station?*
- Do you know where I can cash some traveller's cheques?*
- Where could I try this jacket on?*

Как дать отказ предоставить информацию

- I have no idea, I'm afraid. I've never used it myself.*
- I'm sorry, I really don't know. I don't live in this area.*
- I can't tell you, I'm afraid. I'm a tourist myself.*
- I'm afraid I can't help you. I don't work here.*

Как сообщить информацию

- Yes, of course. It's just round the corner.*
- I'm afraid I don't know. Try the Information Centre.*
- Ask the man over there – he'll help you.*
- I think there is a bank down this road.*
- Well, let me think ...*

1

Прочитайте приведенные высказывания одного из участников диалога («В») и задайте вопросы за участника «А». Как правило, возможны несколько вариантов.

1. A: _____

B: *There are two planes to Paris on Tuesday – at 2.30 and 7.30.*

2. A: _____

B: *There's a swimming pool, tennis courts and a golf course, all of them open from 6 a.m. to 10 p.m. every day.*

3. A: _____

B: *It leaves in 20 minutes from platform three.*

4. A: _____

B: *Number 57 stops right in front of the opera house.*

A: _____

B: *It's about twenty minutes by bus and ten minutes by taxi.*

A: _____

B: *Lead-free is 75p and diesel is 68p.*

A: _____

B: *We have classes from 9 a.m. to 1 p.m. and some optional classes after lunch. Six lessons per day on average.*

A: _____

B: *You can only smoke in restricted smoking areas.*

2

Ответьте на вопросы с учетом реальной ситуации вашего общения.

1. A: *Excuse me, could you tell me where the ladies' toilets are?*

B: _____

2. A: *Excuse me. Is it possible to buy stamps here?*

B: _____

3. A: *Do you happen to know when the supermarket closes?*

B: _____

4. A: *Could you tell me where I can find a police station?*

B: _____

5. A: *I wonder if you could help me. I'd like to get some information about trains to Vladimir.*

B: _____

6. A: *Excuse me. Where do the buses that go to the centre stop?*

B: _____

7. A: *Excuse me, where is the nearest post office?*

B: _____

8. A: *What is on at the local cinema this week?*

B: _____

3

Вы администратор в отеле вашего города. Постарайтесь наилучшим образом отвечать постояльцам. Разыграйте короткие диалоги с партнером. Поменяйтесь ролями.

Guest 1: You don't know how much money you need to have dinner in the best restaurant in town.

Guest 2: You don't know where the nearest bank is.

Guest 3: You need the phone number of your embassy.

Guest 4: You want to change some money and you'd like to know where you can get the best rate of exchange.

Guest 5: You'd like to know if there is a cinema near the hotel, what films it shows and at what times.

Guest 6: You want to know how local shops are open at the weekend.

4

Ответьте на вопросы. Произнесите по буквам имена, которые вы называете.

1. What is your surname?
2. Where were you born?
3. What was your mother's maiden name?
4. What is your address?
5. Where did you spend your last holiday?
6. What's your best friend's name?

5

Представьте себе, что вы в лондонском аэропорту. Вам предстоит беседовать с офицером миграционной службы. Предположительно он задаст вам следующие вопросы:

1. Вы раньше бывали в Англии? Сколько раз?
2. Какова цель вашего визита?
3. Сколько вы намерены пробыть в Англии?
4. Где вы собираетесь остановиться?
5. Кто пригласил вас?
6. На что вы собираетесь жить, пока находитесь в Англии?

а. Подготовьте эти вопросы на английском.

б. Разыграйте подобный диалог в паре в заданных ситуациях. Поменяйтесь ролями.

1. You are coming to the UK for the first time to learn English on a language course; you'll be staying with an English family.
2. You are coming as a tourist with your class.

3. You are coming to work for a month in a hospital for wild animals.
4. You are coming as a reporter for a magazine for young people to watch an international sports competition for secondary school students.

6

Работайте в парах. Разыграйте диалоги в описанных ниже ситуациях.

1. **post-office:** customer – clerk

The customer wants to know the price of a first class letter to the USA and if they can send food by post.

2. **restaurant:** customer – waiter

The customer wants to know if the restaurant provides special chairs for children and what 'the soup of the day' is.

3. **medical centre:** patient – nurse

The patient wants to know if they could consult a cardiologist today and if the consultation is free.

4. **hospital:** patient – doctor

The doctor wants to know the patient's symptoms and how long they have been suffering.

5. **bus:** passenger – bus conductor

The passenger wants to know where to get off for the railway station and if they have to pay for their luggage.

6. **airplane:** passenger – air-hostess

The passenger wants to know if the plane is delayed and if there is a duty-free shop on board.

7. **street:** pedestrian – policeman

The pedestrian wants to know if they can cross the street in this place and if the streets in this part of the town are safe late at night.

8. **taxi:** passenger – taxi driver

The passenger wants to know how long the journey to the airport will take, if there are any traffic jams on the way and how much they'll have to pay.

9. **bank:** customer – clerk

The customer from Russia wants to know if they can open an account and if they can exchange Russian currency for American dollars.

10. **shop:** customer – shop assistant

The shop assistant wants to know what size of shoes the customer wears and if they prefer black or brown ones.

4.

Как дать указания

Как попросить дать указания

What should I do to borrow a book from this library?
 Could you tell me how to operate this cash machine?
 Excuse me, how does this payphone work?
 Excuse me, how do you prepare this dessert?
 How do you make this thing work?
 Do you know how to fill in this form?

Как сформулировать инструкцию

You press this button and then a red light appears.
 Don't forget to put a coin in the slot.
 First lift the receiver, then dial the number.
 You fill in this form, then you go to the counter.
 Be careful – don't touch the handle.
 When you see your number displayed, approach the counter.

1

Прочитайте приведенные высказывания одного из участников диалога («В») и задайте вопросы за участника «А».

1. A: _____

B: *First you put the card in the slot, then you key in your number and the amount of money you want to take out.*

2. A: _____

B: *Just press the 'Coke' button, but don't forget to insert a 50p coin first.*

3. A: _____

B: *First press the 'power' button, then change from 'radio' to 'tape', put a tape inside, close the flap and press 'play'.*

4. A: _____

B: *It's easy. Just put the ticket in the slot and the gate will open automatically.*

5. A: _____

B: *You put two spoonfuls of tea in the teapot, pour in some boiling water and wait for five minutes.*

2

Подумайте, как сделать следующее. Разыграйте диалог с партнером, где один объясняет, что нужно сделать, а другой спрашивает, если ему что-нибудь непонятно. Поменяйтесь ролями.

1. Changing a compact disc in a CD player.
2. Copying a floppy disc onto the hard disc of a computer.
3. Recording something from the radio on your cassette recorder.
4. Cooking scrambled eggs.
5. Making a call from a mobile phone.

3

У вас в гостях иностранцы, которые задают различные вопросы. Разыграйте короткие диалоги с партнером, объясните, что нужно делать в следующих ситуациях.

Образец:

Guest: You don't know how to operate the shower.

Guest: *Excuse me, I'm having a problem with the shower. Could you explain how to use it?*

You: *Yes, of course, it's quite simple.*

You lift the handle and move it to the left or right to adjust the temperature. It's warmer to the left and colder to the right.

1. Guest: You don't know how to call your home country.

2. Guest: You don't know how to make the alarm clock work.

3. Guest: You have been invited to a Russian friend's home. You don't know if you should bring anything.

4. Guest: You don't know how to call a taxi on the phone.

5. Guest: You don't know how to operate the Hoover to clean your room.

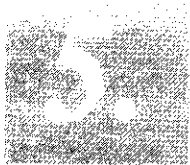
6. Guest: You don't know how to send a postcard home.

7. Guest: You don't know how to pay for a bus in this town/area.

8. Guest: You don't know how to make tea in your host's kitchen.

9. Guest: You don't know how to find out what's on at the theatre.

10. Guest: You don't know how to operate a public telephone.



Как дать совет

Как просить совета

*I'd like to spend the night here. Can you recommend a cheap hotel?
I have to buy a gift for an elderly lady. Could you give me some advice?
What would you do if you were in my position?
Excuse me, which bus should I take to the city centre?
I've run out of petrol. What shall I do now?
Do you have any idea what I could do?*

Как давать советы

*You'd better not drink so much coffee.
Why don't you look for a job?
If I were you, I'd smile more often.
I think you could talk to him once more.
I don't think you should take this exam now.*

1

Прочитайте приведенные высказывания одного из участников диалога («В») и задайте вопросы за участника «А».

- A: _____
B: *You'd better take a taxi if you don't want to be late.*
- A: _____
B: *Why don't you take up some sport?*
- A: _____
B: *If I were you, I'd stop doing the shopping there.*
- A: _____
B: *You really should give up smoking.*
- A: _____
B: *I think you could read the job ads in the papers. You might find something interesting.*
- A: _____
B: *You ought to start learning languages.*

2

Прочитайте приведенные высказывания одного из участников диалога («А»). Какой совет должен дать участник диалога «В»? Используйте данные опоры. Аргументируйте каждый совет.

- A: *I'm afraid I've lost my passport. What should I do?*
B: (Russian embassy) _____
- A: *I'd like to try the local cuisine. Can you suggest a traditional Russian dish?*
B: (pelmeni) _____
- A: *Can you help me, please? Should I take the train to Yaroslavl or catch a bus?*
B: (train) _____
- A: *I really have to lose some weight.*
B: (more exercise) _____

- A: *I can't understand when British people speak English.*
B: (satellite TV, radio) _____
- A: *I love my job but I hate my boss. What would you do in my position?*
B: (look for a job) _____

3

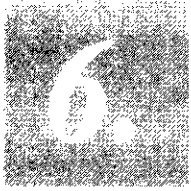
У кого вы попросите совета в следующих ситуациях? Что вы скажете? На какой ответ можете рассчитывать? Разыграйте диалог с партнером.

Образец: You have to write an essay in English.

You: *I have to write this essay for tomorrow and I don't know how. What should I start with?*

A friend: *If I were you, I'd start by writing a plan and noting down some useful vocabulary.*

- You don't know what to buy for your boyfriend's/girlfriend's birthday.
- It's very late and you have missed your last bus home.
- Your dog has stomach problems and you have to walk him/her every two hours.
- You're very poor at maths and you may not pass your final exam.
- You've invited guests to dinner but you can't cook.
- Your only smart suit has suddenly turned out to be too tight.
- You've just been attacked in the street in a town you don't know well and your passport has been stolen.
- You have only two hours and you'd like advice on what to see in the city centre.
- You need to eat something quickly and cheaply.
- You got lost in a town you don't know.



Как показать дорогу

Как спросить дорогу

Excuse me, could you tell me the way to the station, please?
 How can I get to the centre?
 Excuse me, could you tell me where the post office is?
 I am wondering how to get to the Marriott Hotel.
 Excuse me, I'm trying to find the cathedral.

Как показать дорогу

Walk/Drive/Go straight on until you see/reach the church.
 Turn left at the traffic lights.
 Cross the street at the zebra crossing.
 Take/It's the second turning on your left.
 Turn left at the roundabout and it's the second road on your right.
 Take a number 23 bus and get off at the seventh bus stop.
 Change at the Hilton Hotel and take a number 15 tram.
 It's five minutes from here on foot/by bus/by car.
 The bank is right in front of you/on your left.
 The post office is opposite the church/next to the post office.

1

Посмотрите на карту и по очереди объясните, как добраться до каждого из данных мест. Вы находитесь на железнодорожном вокзале.

taxi rank – post office – swimming pool – bank –
 school – park – supermarket – petrol station –
 church – sports club – bus station

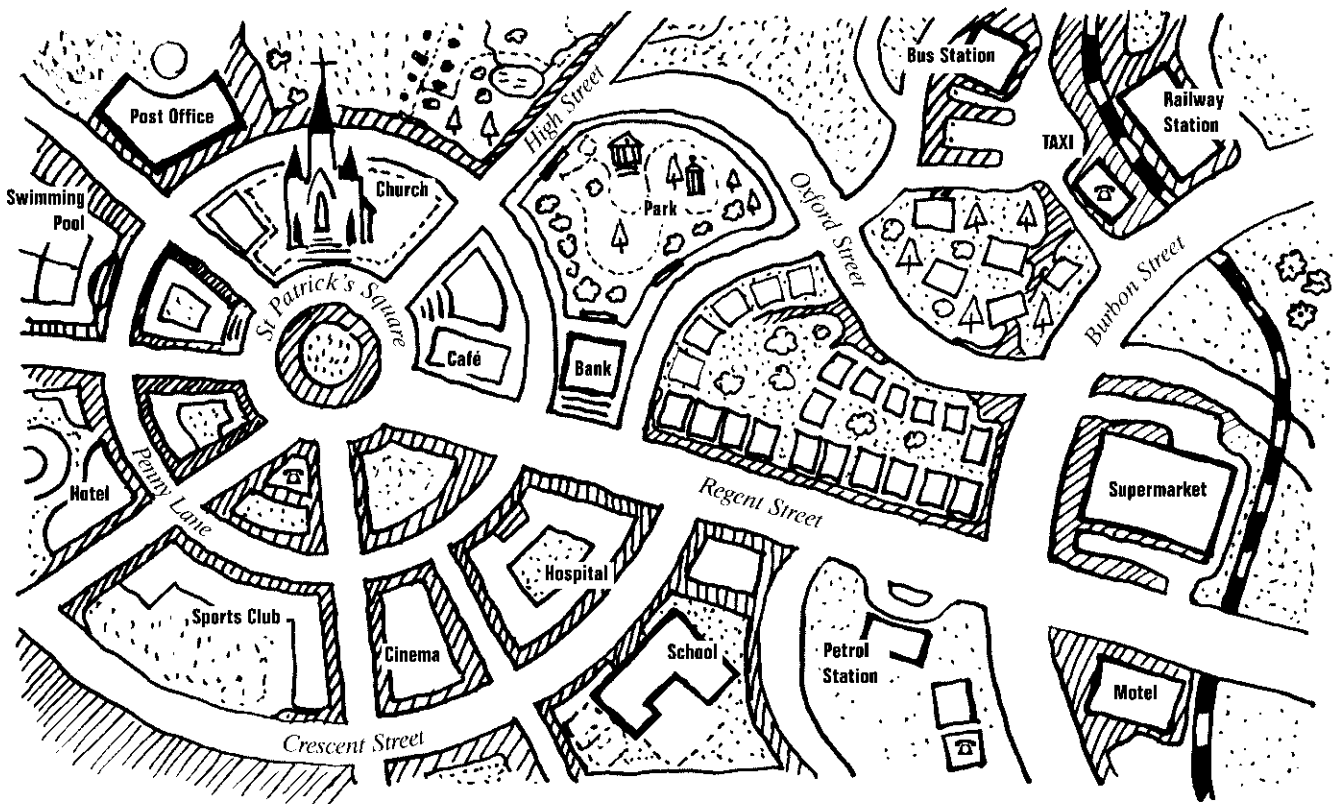
3

Вы хотите добраться до мест, названных ниже. По очереди спрашивайте, как туда добраться от точки, в которой вы находитесь, и указывайте дорогу.

- the nearest bank the church
- the railway station the river
- the nearest hospital a phone box
- the police station

2

Представьте, что вы находитесь на автобусной станции города, изображенного на карте. Выберите любое место и объясните партнеру, как туда добраться от станции. Задача партнера – угадать, куда вы показываете ему дорогу. Поменяйтесь ролями.



7.

Как говорить по телефону

Как начать телефонный разговор

*Hello, (this is) Mary Smith speaking.
Can I speak to Mr Brown/Paul/Steven Jones, please?
I'd like to speak to Peter, please. – Speaking.
Jackson Publishing. Can I help you?*

Как попросить оставаться на линии

*Hang on, I'll see if she's in.
Just a minute, I'll connect you.
Hold on a sec. I'll put you through.
Hold on, please. Hold on while I find a pen.*

Как сообщить, что позвать кого-л. к телефону в данный момент невозможно

*He's out, I'm afraid.
I'm afraid he's not available at the moment.
Can you call back this afternoon?
He'll call you back as soon as he comes in.*

Как оставить сообщение

*Could I leave a message?
Do you think you could take a message?
Would you like to leave a message?
Can I take a message?*

1

Соотнесите высказывания (1–5) с высказываниями (а–е), чтобы получились мини-диалоги.

1. Could you take a message, please?
 2. Can you call again later?
 3. Hello.
 4. Can I speak to William, please?
 5. I'm afraid he's not in at the moment.
- a) Hello. Peter Clark speaking.
 - b) Could I call later then?
 - c) Just a minute, I'll call him.
 - d) Yes, of course, I'll just get a pen.
 - e) Well ..., I'm afraid I'll be very busy all day.

2

Заполните пропуски в диалогах, чтобы они получились законченными.

1. A: Hello. (1) _____
 Could I speak to Gary?
 B: (2) _____
 How are you Mary?
 A: (3) _____ ?
 B: *I'm fine, too.*
 A: *Look, we're having a party tomorrow night.*
 (4) _____ ?
 B: *I'd love to. What time?*
 A: *Eight o'clock. OK then, see you tomorrow.*
 B: (5) _____
2. A: Hello, this is Kate Crown speaking.
 (1) _____ ?
 B: *I'm afraid he's out.*
 (2) _____ ?
 A: *No, thank you, it's a personal call.*
 (3) _____ ?
 B: *In about two hours, I think. And he'll be in the office all day.*

3

Ответьте на заданные вопросы. Возможны несколько вариантов ответа.

1. A: *Can I speak to Jane, please?*
 B: _____
2. A: *I'm afraid she's out.*
 B: _____
3. A: *Would you like to leave a message?*
 B: _____
4. A: *When will she be back?*
 B: _____
5. A: *Can I help you?*
 B: _____

4

Работайте в парах. Составьте диалоги, используя инструкции, и сыграйте роли, заданные в скобках.

1. John is calling his girlfriend Ann to make a date with her. Ann is in the bathroom and her father answers the phone. (John – Ann's father)
2. Mike is calling his friend Peter to tell him that their history teacher has fallen ill and that tomorrow's test is cancelled. Peter is out and his sister answers the phone. (Mike – Peter's sister)
3. Mr Smith is calling a hotel in London to book a room for his family. The receptionist answers the phone. (Mr Smith – receptionist)
4. A boy is calling his father at work to tell him that he's had a car accident and the car is seriously damaged. The father's colleague answers the phone. (boy – father's colleague)
5. Someone is calling a taxi company to order a taxi for a specific time tomorrow. The taxi operator answers the phone. (you – taxi operator)

Направляемый диалог

Сообщение о случившемся

1.

Как сообщить о случившемся

Как начать рассказывать

*It happened a few years ago.
It was a horrible accident.
I knew from the very beginning that something was going to happen.
It was all very funny.
One day ...*

Как закончить рассказ

*I'll never forget that day.
I'll never ask a stranger for a lift again.
It was the most unusual/unpleasant thing that has ever happened to me.*

Как выстроить последовательность событий

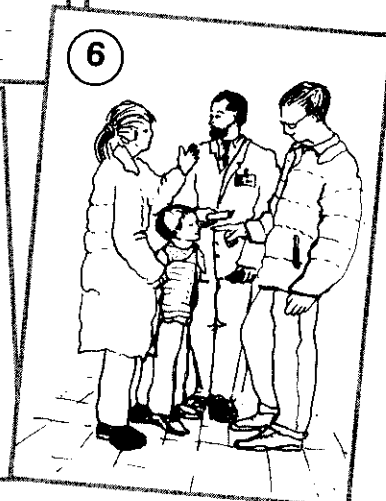
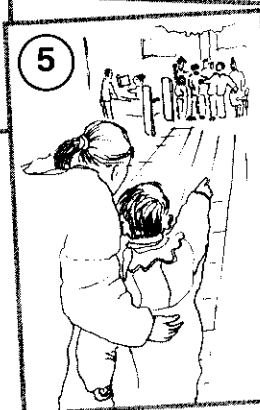
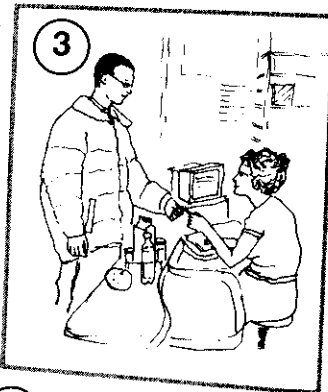
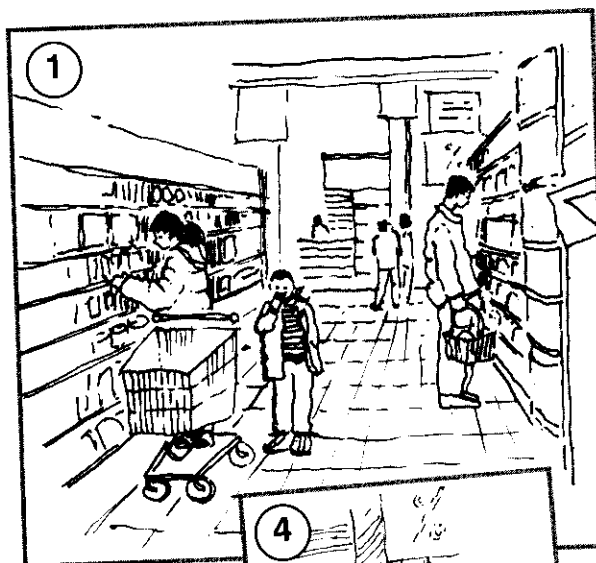
*At first I felt uneasy, but ...
While I was talking on the phone I heard ...
At the same time ...
As soon as I heard the news on TV, I phoned Jim.
First I took out a pen, then I opened my notebook.
After that ...
Before that, I had prepared what to say.
The next thing I did was to ...
Finally, .../In the end, .../Eventually, ...*

1

Посмотрите на историю в картинках и приготовьтесь рассказать о случившемся, письменно зафиксировав наиболее важные факты. Сначала расскажите историю как сторонний наблюдатель, а затем с точки зрения одного из участников инцидента: матери, ребенка или мальчика.

2

Вспомните интересный случай, произошедший с вами в последние выходные или недавно. Расскажите об этом своему другу.



2.

Как выразить предположение

Как выразить уверенность

*Of course he'll manage.
He'll certainly win.
I'm absolutely sure she won't do it.
He can't be that stupid.
It's going to rain.
He must have offended her.*

Как выразить возможность/вероятность

*I suppose they'll come.
She's likely to get a scholarship.
They may forget about our anniversary.
I don't think they'll be ready for tomorrow.
I wouldn't be surprised if they won the match.
Perhaps he was driving too fast.
It's possible that she lost her way./She could've got lost.
She may have forgotten our address.*



Попытайтесь предсказать, что может произойти в следующих ситуациях. Возможны несколько вариантов ответа.

1. A student hasn't revised at all and the exam is in two weeks' time.
2. Your friend was badly injured in a car crash but it seems that his condition is improving every day.
3. The football match ends in five minutes and the score is 2:0 to the opposing team.



Попытайтесь угадать, что произошло, и выразите вероятность вашего предположения, используя опоры в скобках.

Образец:

A: *Eric was supposed to be home an hour ago.*
B: (work overtime) *Perhaps he was asked to work overtime. or He might have been asked to work overtime.*

1. A: *Peter has had a very bad car accident.*
B: (drive too fast) _____
2. A: *Mark has forgotten to take his suitcase.*
B: (hurry) _____
3. A: *John is all dirty and covered with oil.*
B: (repair a car) _____



На основе высказываний «В» предположите, кем могут быть говорящие и о ком/о чем они говорят. Напишите, что говорил участник «А».

Образец:

A: *What's happened to Jim? Why hasn't he come yet?*
B: *It's possible that he lost our address. or He may have lost our address.*

(husband and wife talking about a guest who was supposed to come)

1. A: _____
B: *Perhaps he's just overworked and very tired.*
2. A: _____
B: *Still, I suppose they'll arrive on time.*

3. A: _____
B: *I don't believe it, she can't be that tolerant.*

4. A: _____
B: *They might have fallen asleep.*



Подумайте, какие предсказания на будущее и предположения касательно настоящего и прошлого могут выражать представленные люди. Используйте опоры в скобках, добавляя к этому собственные идеи. Разыграйте диалог с партнером.

Образец:

Two friends are talking about another friend and the new bike he has just bought and they haven't seen yet.
(bike – fast? fashionable? expensive?; friend – where was the money from? why did he buy it?)

A: *I'm sure his bike is fast and modern. It's probably quite fashionable, too.*

B: *Right. And it must have been very expensive. Where do you think he got the money from?*

A: *He probably got the money from his grandfather, but he might have earned it as well.*

B: *I think he bought it to impress everybody.*

1. Two teachers are talking about a student and the exam he has passed with an excellent result.
(student – hard working? bright? cheated? prepared?; test – too easy? short? too much time allowed?)
2. Two teenagers are talking about a pop-star (real name!) and the concert he/she will give in Moscow.
(pop-star – rich? happy? family life? education? stress?; concert – good? well-organised? tickets?)
3. Two boys are talking about a girl they're both interested in.
(girl – boyfriend? go to our school? interested in sport? free this afternoon? good student?)

3.

Как выразить различные чувства

Как выразить удивление и сомнение

What a surprise!
It can't be true.
You must be joking./You must be kidding.
You can't be serious.
Well, I'll be blown!
I am/was surprised to hear that.
I am/was shocked!
I can't/couldn't believe it!/Would you believe it?
I am/was totally confused!

Как выразить страх и как успокоить человека

I'm afraid of the dark.
I'm really worried about my daughter.
I was so scared, I've always been afraid of spiders.
I was terrified that they would come back.
I was scared stiff./I was scared to death.
It was the most frightening experience I've ever had.
Don't worry! It'll be all right.
There's nothing to worry about.
There's no need to worry.

Как выразить ощущения

I could smell cigarette smoke.
The room smelled of garlic and burnt oil.
The soup tasted delicious – spicy but not too hot.
It tastes like fish.
She looks terrific.
We could hear music everywhere.
I felt something cold and wet touching my neck.

1

Отреагируйте на следующие высказывания, выражая удивление и сомнение, и обрисуйте свое видение ситуации.

Образец:

A: *I've been offered a job at General Motors.*
 B: *I'm surprised to hear that.*
I thought you weren't interested in cars.

- A: *Did you know that some animals eat their own young?*
 B: _____
- A: *Watching too much television can cause mental illness.*
 B: _____
- A: *John and Mary are getting married in June.*
 B: _____
- A: *I'm going to take part in the next Olympic Games.*
 B: _____
- A: *Do you realise that milk can be harmful for some children?*
 B: _____
- A: *I have passed all my maths tests this year.*
 B: _____

2

После начала каждого рассказа добавьте сообщение о том, что ситуация удивила или напугала вас. Попробуйте продолжить рассказ.

Образец: *I opened the box and saw a large snake ...*
I screamed terribly. I was so terrified that I couldn't move.

- When the race finished I discovered that I had won it ...
- I picked up the phone, said hello, and then I heard a horrible scream at the other end ...
- So I entered the room and before I realised what was happening I was being introduced to the British Prime Minister ...
- We went to the cemetery at midnight. I felt all right until I saw that tall white figure in the dark ...
- When we were climbing Rysy the weather changed suddenly – the sky got very dark and we could hear thunder in the distance ...
- So I turned to see our new classmate and who did I see? My cousin Mark! ...
- When I finally was ready to conclude my essay, I realised that the first ten pages were missing ...

3

Подумайте о предметах или ситуациях, которые заставляют вас испытывать страх или беспокойство. Используйте приведенные ниже подсказки. Поговорите с партнером: вам страшно, а ваш партнер пытается вас успокоить, объясняя, почему это не так страшно, как может показаться.

Образец:

A: *I'm not staying here. I'm afraid of the dark.*
 B: *There is nothing to be scared of.
 The light will be repaired any minute.*

Things people are often afraid of:

- exams
- animals: snakes, spiders, mice, frogs etc
- open spaces, heights
- crowds of people
- fire
- pain

Things people are often worried about:

- their future: education, career, place to live etc
- their family
- their friends
- money
- their health

4

Впишите данные слова в соответствующие колонки.

- | | | | |
|--------|-------|----------|-----------|
| cold | salty | green | deafening |
| smooth | spicy | quiet | silky |
| sweet | hot | bitter | furry |
| sour | loud | rough | shiny |
| creamy | soft | aromatic | foul |

it smells	it looks	it tastes	it sounds	it feels

5

Раскройте скобки, выбрав наиболее уместное прилагательное.

1. This meat must be off.
Can't you smell this (foul/spicy/shiny) odour?
2. I can't hear you. The traffic outside is (shiny/deafening/rough).
3. The soup isn't ready yet.
It isn't (bitter/creamy/hot) enough.
4. I don't think this perfume is good quality.
It smells so (sweet/sour/rough).
5. We have a fantastic view from our balcony.
The area looks so (deafening/aromatic/green).

6

Выразите ощущения, связанные со следующими видами деятельности.

Образец: eating whipped cream
*It tastes sweet and delicate.
 It feels smooth.*

1. eating Indian food
2. seeing the new Jaguar model
3. listening to some modern jazz
4. touching a marble statue
5. putting on some expensive perfume
6. drinking some lemon juice
7. stroking a cat
8. touching a tree
9. eating ice cream
10. listening to some heavy metal music

7

Выберите один из списков слов, приведенных ниже, и придумайте с ними историю. Расскажите историю партнеру.

1. surprised, ugly, bitter, pain, sister, scared, forest
2. sea, shocked, taste, animal, terrifying, wood, cold
3. confused, soft, delicious, wet, house, delighted, ghost

8

Припомните событие вашей жизни, вызвавшее сильные эмоции. Опишите произошедшее, не забывая выражать эмоции, связанные с событием.

4.

Как описать предметы

Упаковка

bag basket bottle box can carton
glass jar mug packet pot tin tube

Размер

tiny small average large huge short
long five metres long a four-metre-long lorry
wide narrow high low deep shallow

Форма

round square rectangular oval triangular
spherical cubical spiral pyramid-shaped
heart-shaped egg-shaped star-shaped

Материал

wood metal silver gold cork plastic glass
china paper card leather brick stone cotton
silk wool concrete straw

Выражения

It's made of plastic/metal.
It looks like a huge ball/a boat.
It's a bit similar to the Empire State Building.
It's used for gardening/washing up.

Узор

striped floral checked plain

Слова, используемые для усиления значения прилагательных

very/quite/a bit/really/awfully/extremely expensive, smart, high
totally/absolutely/completely rotten

1

Соотнесите упаковку и продукт. Возможно несколько вариантов.

- | | |
|-------------|---------------------|
| 1. a bag | a) of yoghurt |
| 2. a bar | b) of tomato juice |
| 3. a bottle | c) of mineral water |
| 4. a box | d) of chocolate |
| 5. a carton | e) of chocolates |
| 6. a glass | f) of crisps |
| 7. a jar | g) of jam |
| 8. a mug | h) of toothpaste |
| 9. a packet | i) of Coke |
| 10. a pot | j) of tea |
| 11. a tin | |
| 12. a tube | |

2

Какие из данных слов и фраз (a-i) можно использовать для описания следующих предметов (1-3)? Возможно несколько вариантов.

- | | |
|--------------|----------------------------------|
| 1. a dress | a) It's arrow-shaped. |
| 2. a car | b) It's rectangular in shape. |
| 3. a handbag | c) It's got a floral pattern. |
| | d) It's made of metal and glass. |
| | e) It's made of silk. |
| | f) It's quite long. |
| | g) It's very fashionable. |
| | h) It's got big round windows. |
| | i) It's made of leather. |

3

Опишите форму следующих предметов.

- | | |
|-----------------------|--------------------|
| 1. windows on a plane | 5. a person's head |
| 2. windows in a ship | 6. road signs |
| 3. a book | 7. a mobile phone |
| 4. a ball | 8. a plate |

4

Для каждой из нижеперечисленных категорий дайте несколько примеров предметов и скажите, из чего они могут быть сделаны.

Образец:

houses: a country cottage – wood, stone, straw
skyscrapers – glass, metal, concrete
an Indian wigwam – leather, wood

- | | |
|--------------|---------------------------------|
| 1. furniture | 4. cutlery (things to eat with) |
| 2. clothes | 5. containers |
| 3. jewellery | |

5

Вы ищете пропавшую вещь через бюро находок. Разыграйте с партнером диалог, где один из вас – служащий бюро, а другой описывает потерянную вещь. Поменяйтесь ролями.

- | | |
|--------------------------|-----------------|
| 1. your school bag | 4. your walkman |
| 2. your umbrella | 5. your watch |
| 3. your favourite jacket | 6. your scarf |

5.

Как описать местонахождение и различные здания

Выражения

It's full of people.
It's bigger/smaller than our town.
It's the most unusual place I've ever seen/been to.
It's always empty.
It's famous for its harbour.

Учреждения

school nursery school post office bank
police station church cathedral hospital
hotel museum university theatre cinema

Описание местонахождения

It's opposite the school.
It's on the corner.
It's between the cinema and the bank.
It's next to the church.
It's to the left/right of the shoe shop.
It's in front of/behind the cathedral.
It's five minutes from the railway station.

Прилагательные

tall busy crowded noisy clean smelly
calm peaceful large colourful
historic modern distant sleepy

Магазины

chemist's newsagent's supermarket
department store greengrocer's butcher's
boutique bookshop shoe shop

Здания

home house block of flats cottage
semi-detached house terraced house mansion
bungalow skyscraper castle palace tower

Слова, используемые для усиления значения прилагательных

very/quite/a bit/really/awfully/extremely quiet, dirty
totally/absolutely/completely deserted, derelict

1

Вспомните место, где расположена ваша школа, и ответьте на следующие вопросы.

1. What shops and institutions are there near the school?
2. Where are they situated?
3. What adjectives can you use to describe them?
4. What adjectives can you use to describe the area?

2

Выберите одну из фотографий (А–В) и подробно опишите ее.

А



3

Выберите одну из данных ниже фотографий (А–В) и представьте, что данная сцена взята из:

- a) детектива
- b) мелодрамы
- c) фильма ужаса
- d) фантастического фильма

Выберите один из предложенных вариантов и подготовьте рассказ: представьте обзор событий и подробно опишите место действия.

4

Опишите подробно следующие места:

1. your town
2. your home
3. your school
4. your room
5. your street
6. your favourite place
7. a place you don't like
8. a place you visited during your last holidays



В

НАПРАВЛЯЕМЫЙ ДИАЛОГ

Обсуждение

1.

Выражение просьбы

Как выразить просьбу

*Will you help me with this bag, please?
Do you think you could close the window?
Can/Could you lend me some money?
Do you mind speaking more slowly?
Would you mind waiting a little?
I wonder if you could possibly give me a lift.
I was wondering if you could explain this problem to me once more.*

Как дать отказ

*(Do/Would you mind ...?) Well, I do/would as a matter of fact.
Sorry, I can't.
I can't help you, I'm afraid.
I'm awfully sorry, but I have to ...
I'd love to, but ...
I'd really like to help but ...*

Как выразить согласие

*Sure./OK.
Yes, of course./Certainly.
(Do/Would you mind ...?) Not at all.
I'd/I'll be glad to.
By all means.*

1

Прочитайте следующие просьбы и ответьте на них двумя способами: соглашаясь или отказываясь помочь.

Образец: A stranger in the street:

I wonder if you could help me push the car a little.

Agree: *Yes, of course. What would you like me to do?*

Refuse: *I'm sorry but I'm really in a hurry. I'm already late for school.*

1. A close friend at school: *Could you let me have a bit of your sandwich? I've left mine at home.*
2. A stranger in a restaurant: *Would you mind moving your chair a little? I've got no room for my legs.*
3. A passenger on the train: *I wonder if you could possibly open the window. It's so stuffy in here.*
4. Your younger sister: *Will you lend me your bike? I'm going for a trip with my friends.*

2

Заполните пропуски в диалогах, следуя логике и используя формулы вежливости.

1. Father and son:
A: *Will you take the dog for a walk?*
B: _____ . *I have to write an essay for tomorrow.*
2. Two friends:
A: _____ ?
B: *Yes, of course. I won't be using it today.*
3. Two classmates:
A: *Would you really help me to prepare for the test?*
B: _____ . *I've got plenty of time tonight.*
4. Two strangers on a train:
A: _____ ?
B: *Not at all. There is nothing fragile in it anyway.*

3

Подумайте, как лучше выразить просьбу в следующих ситуациях. Выберите соответствующие вежливые формы согласия или отказа. Разыграйте диалоги с партнером.

Образец: You have no money for the bus ticket to get home. You're talking to a friend. (agree)

You: *John, could you lend me a pound? I have to get home somehow and I have no money on me. I'll give it back tomorrow.*

Friend: *All right. Are you sure a pound will be enough?*

You: *Yes, the ticket's only 70p.*

1. You'd like to sit next to your friend at the cinema but there are only single seats left. (refuse)
2. You've dropped a one-pound coin and you're looking for it in the street. A stranger is passing by. (agree)
3. You'd like to read today's paper and you can see someone in your train compartment is reading one. (refuse)
4. You are carrying a pile of books and you can't open the door to the classroom. A teacher is passing. (agree)
5. You're in a hurry and your neighbour is driving the same way. (refuse)

2.

Как что-то предложить

Как предложить

Shall I get you a glass of water?
 May I help you with that suitcase?
 Let me do that for you.
 Would you like me to wash up?
 Do you think I could help you with this?

Как отклонить предложение

It's/That's OK, thanks.
 No thanks, it's all right.
 Thank you very much, but I'll manage.
 That's very kind of you, but I can do it myself.
 Thanks for offering but I'll be all right.

Как принять предложение

Thank you very much.
 Thanks a lot.
 That's very kind of you, thanks.
 Well, if you insist. It's very kind of you.
 How kind, but you don't have to.

1

Заполните пропуски в диалогах, чтобы они получились связными и вежливыми.

- Two colleagues at the office:
 A: *Shall I get you a cup of coffee?*
 B: _____ *I never drink coffee in the morning.*
- Two strangers on a train:
 A: _____
 B: *Thank you very much, that's very kind of you. It's a bit too heavy for me.*
- Father and son:
 A: _____ *drive you to the station tonight?*
 B: _____ *John promised to pick me up. We're going together.*
- Two friends:
 A: _____ *lend you this new CD I bought last week?*
 B: _____ *I've wanted to listen to it for ages.*

2

Предложите свою помощь в каждой из следующих ситуаций. Выберите соответствующие формулы вежливости и способ отказаться от помощи или принять ее.

Образец: A woman in the street is looking for something on the ground.

You: *Have you lost anything? Can I help you look for it?*

Accept: *Thank you very much. I've dropped a ring.*

Reject: *It's OK. Thanks. It's just a 10p coin.*

- Your friend is short of money – you think ten pounds will be enough to help him/her.
 You: _____
 Accept: _____
 Reject: _____

- Your neighbour lives alone, he/she is ill in bed and there is no food left in the fridge.
 You: _____
 Accept: _____
 Reject: _____
- Your neighbour is struggling with a car which won't start.
 You: _____
 Accept: _____
 Reject: _____
- An elderly lady is struggling with the door that won't open.
 You: _____
 Accept: _____
 Reject: _____

3

Разыграйте диалоги на основе следующих ситуаций. Поменяйтесь ролями.

- You can see a woman in a doctor's waiting room who is very pale and looks as if she was about to faint. Offer to get her a glass of water.
- Your parents are great music lovers and they haven't been to a concert for ages. Offer to look after your younger brother so that they can go out.
- Your friend wants to write down some departure times of trains but he/she can't find a pen. Offer to lend him/her your pen.
- You know your sister has a lot of ironing to do and she would like to watch a film on TV. Offer to iron her clothes.
- You are going to the shops and you know your next-door neighbour likes to read a newspaper every day. Offer to buy it for him/her.

3.

Как подать жалобу

Как принести извинения

*I'm terribly sorry.
Please forgive me.
It won't happen again.
I didn't mean to do it.
It was so silly of me.
I'm afraid I've got something to tell you. I've scratched your car.
I don't know how to put this, but the dictionary you lent me got damaged.*

Как подать жалобу

*I'd like to complain about the radio I bought last week. It doesn't work.
I've got a problem, you see. I'm afraid the window in my room doesn't open.
I'm sorry to trouble you but could you turn the music down?
I'm sorry to say this but your children have broken my window.*

Как отказаться принять извинения

*I don't believe it. How could you (do that)?
Why didn't you look after it?
I'll never lend you anything again.
What are you going to do about it?*

Как принять извинения/Как простить

*Oh, that's all right, don't worry about it.
Oh, never mind, it doesn't really matter.
It's nothing, forget it./It's OK.
It's not your fault.
I'm sure you didn't mean to (do it).*

1

Подайте жалобу в следующих ситуациях. Разыграйте диалоги с партнером. Поменяйтесь ролями.

- You've discovered that the jacket you bought has a button missing.
- The waiter serving you at a restaurant is very slow.
- There's no hot water in your hotel room.
- The book your friend has returned is dirty and the first page is missing.
- Your neighbours are having a party, and their guests are so loud that you can't sleep.
- At the cinema the lady sitting in front of you is wearing an enormous hat.

2

В описанных ниже ситуациях извинитесь перед данными людьми (см. выделенные слова) за случившееся. Дайте объяснения и предложите возместить ущерб. Проиграйте ситуацию с партнером.

Образец: The book you borrowed from **a friend** got damaged.

You: *I don't quite know how to put this, but my sister has spilt blackcurrant juice on the book you lent me.*

Friend: *Well, it's not really your fault then.*

You: *Perhaps, but I'd like to buy you another one. I'll look for it in bookshops.*

Friend: *OK, if you insist.*

- The bicycle you borrowed from **a friend** has been stolen.
- You've accidentally planted a virus in **your friend's** computer.

- You can't return the money you borrowed from **a friend**.
- You've crashed into **your neighbour's** car, which was parked in the street.
- You can't keep an appointment with **your dentist**.
- You've bumped into **a stranger** in the street and he/she dropped a bag full of eggs.
- You had a date with **a boy/girl** yesterday and you didn't turn up.

3

Отреагируйте на извинения, принимая или не принимая их. Проиграйте ситуации. Поменяйтесь ролями.

Образец:

A friend at school: *I don't know how to put this but I've just eaten your sandwich. I didn't have breakfast this morning.*

Accept: *That's OK. I'm not hungry.*

Reject: *What? How could you? Why didn't you ask me? I would have shared it with you. I'm very hungry, too.*

- A receptionist at a hotel: *I'm very sorry. It's my mistake. You wanted a double room and I booked a single one.*
- A friend: *I'm afraid I've got something to tell you. I've fallen in love with your girlfriend.*
- A friend at the theatre just before the performance: *I'm awfully sorry. I seem to have left our tickets at home.*
- A neighbour: *I don't know how to put this, but my children have broken the fence playing football.*
- A waiter in a restaurant: *I'm really sorry. I damaged your suit.*

4.

Как внести предложение и как планировать на будущее

Как внести предложение

Are you doing anything on Saturday night?
How about going out somewhere this evening?
I'm going for a walk. Would you like to join me?
Why don't we go to the seaside this weekend?
Let's eat out tonight!

Как согласиться с чьим-л. предложением

Good idea.
Thanks, I'd love to.
That's a great idea.
That would be lovely.
Why not?

Как не согласиться с чьим-л. предложением

(Are you doing anything on Saturday night?) Yes, I am. I'm going to the theatre.
Thanks for asking but I can't.
It's nice of you to ask but I've already promised to help George.
I'm afraid I'm busy tonight.
I'm sorry, I'm expecting some guests on Saturday.
This weekend is a bit difficult. What about next weekend?

Как назначить встречу

I'd like to make an appointment with ...
Do you think we could meet soon to discuss it?
Could we meet to talk about it?
What time shall we meet?
What time shall I pick you up?
Does Monday morning suit you?
Can you make it on Friday afternoon?
Monday's fine with me.
I'm afraid I can't make it then, but I could make Tuesday.

Как планировать на будущее

Shall we prepare some Chinese food?
What shall we bring?
Who's going to clean up afterwards?
I'll bring my CDs.
I'll bring some wine if you prepare the food.
I'll pick you up at 6 p.m.

1

Соотнесите предложения (1–9) с предложениями (a–i), чтобы получить мини-диалоги. Подумайте о возможном продолжении разговора. Продолжите разговор с партнером.

1. I'd like to make an appointment with Dr Simpson.
 2. Why don't we go out on Saturday?
 3. Are you working this Sunday?
 4. How about a cup of coffee?
 5. Would you like to come to my party tonight?
 6. Let's meet on Sunday then.
 7. Shall we eat out tonight?
 8. Could we meet at lunchtime?
 9. What time shall I pick you up?
- a) I hate restaurant food – I'll cook something for you.
 - b) He's not available this week, I'm afraid.
 - c) I'm afraid I can't.
 - d) Six o'clock will be fine.
 - e) No, thank you, I've already had one.
 - f) No, I'm afraid I can't make it on Sunday.
 - g) No, I'm not, fortunately.
 - h) I'd prefer a bit later. How about 5 p.m.?
 - i) Saturday might be a problem.

2

Разыграйте диалоги с партнером. Используйте представленные ниже сценарии. Определите, какие формулы вежливости уместны в каждом случае. Поменяйтесь ролями.

Образец: A and B are friends.

A suggests going for a walk.

B accepts but is not enthusiastic about it.

A: *How about going for a walk?*

It's a lovely evening.

B: *Why not? I haven't got anything to do anyway.*

1. **B is A's older cousin.**

A suggests going to the cinema together.

B refuses and explains why.

2. **A is B's close friend.**

A suggests driving to St. Petersburg in B's car.

B accepts enthusiastically.

3. **A and B are friends.**

A invites B to his/her birthday party.

B refuses politely and gives an excuse.

4. **A and B are strangers.**

A invites B for a coffee.

B is not sure. In the end he/she accepts.

5. **A is B's student.**

A suggests that B could join A's class on a trip to Novgorod.

B accepts and asks when the trip is organised.

3

Разыграйте диалог между Робертом и Эммой, следуя опорам.

Robert: (1) check if she's busy this evening

Emma: (2) say you are busy

Robert: (3) check if Saturday night is OK

Emma: (4) say you are free

Robert: (5) suggest going to a concert

Emma: (6) accept enthusiastically

Robert: (7) suggest a band/group/type of music

Emma: (8) reject it, you don't like it

Robert: (9) suggest another kind of music

Emma: (10) accept

Robert: (11) suggest when and where you could meet

Emma: (12) accept

Robert: (13) suggest doing something after the concert

Emma: (14) refuse, give an excuse

Robert: (15) finish the conversation, say goodbye

4

Кого вы попросите о помощи в следующих ситуациях (1–4)? Что вы скажете, если вы хотите назначить встречу этому человеку? Разыграйте диалог с партнерами. Поменяйтесь ролями.

Образец: You want to arrange an interview for a summer job in the USA.

A: *My name's Peter Jones. I applied for*

a summer job in the USA and I was invited to come to an interview. I'd like to arrange a time.

B: *I see ... Is Wednesday morning all right with you?*

A: *I think it is. What time?*

B: *How does 10:30 suit you?*

A: *That's fine, thank you.*

B: *OK, see you on Wednesday then.*

A: *Thank you very much. Goodbye.*

1. Your car has broken down.

2. You've got toothache.

3. You have flu.

4. Your computer screen doesn't light up.

5

Заполните пропуски в диалоге, чтобы он получился связным.

Pete: (1) _____ *have a party this weekend!*

Mary: *Great idea!* (2) _____ *invite all our neighbours?*

John: *OK.* (3) _____ *prepare the invitations.*

(4) _____ *prepare the food?*

Mary: *Let's first think about what we want to eat.*

(5) _____ *make some salads.*

Pete: *Great! We can order pizzas as well. What about drinks?* (6) _____ *have beer or only soft drinks?*

John: (7) _____ *have wine, water and fruit juices!*

Pete: (8) _____ *bring the wine?*

Mary: (9) _____ *ask everyone to bring a bottle. That'll solve the problem.*

Pete: *Good idea.*

6

На выходные вы собираетесь поехать с другом на природу. Разыграйте диалог, где вы распределите обязанности по подготовке к поездке. Подумайте о следующем:

means of transport (car? bus? train?)

food

camping equipment (tent? stove? sleeping bag? torch?)

a first aid kit

maps and guidebooks

5.

Как давать или получать разрешение

Как попросить разрешения

Can I leave earlier?
Could I look at your newspaper?
May I use your scissors?
Do you mind if I open the window?
Is it all right if I bring a friend?
Would you mind if I didn't come to school tomorrow?
I wonder if it would be possible for me to have a holiday in July.

Как дать разрешение

OK./Yes./Yes, of course.
(Do/Would you mind ...?) Not at all. Please do.
(Do you mind ...?) No, I don't mind at all.
I suppose so.

Как не дать разрешения

I'm afraid not.
That's not a very good idea.
I don't think that's a good idea.
No, please don't.
I'd rather you didn't.
I'm sorry, but that's not possible.
(Do you mind ...?) Well, I do as a matter of fact.
(Would you mind ...?) Actually, I would.

Как запретить или не позволить что-л. сделать

You can't smoke here, I'm afraid.
I'm sorry, but you're not allowed to park here.
You mustn't touch this switch.
Dogs are not allowed here.

1

Попросите разрешения у следующих людей (см. слова в скобках). Объясните, зачем вам нужно разрешение и решите, насколько вежливой должна быть ваша просьба. Разыграйте с партнером диалог, в которых вы можете дать или не дать разрешение. Поменяйтесь ролями.

Образец: You want to open the window in the classroom.
(the teacher)

You: *Would you mind if I opened the window?
It's very hot in here.*

Teacher: *Well, no, but you'll have to close it
if anyone feels cold.*

1. You want your brother to lend you his bike next Sunday afternoon.
(your brother)
2. You want to leave school early tomorrow.
(the teacher)
3. You want to bring your dog to a friend's house.
(the friend)
4. You want to use your neighbour's phone.
(the neighbour)
5. You're visiting your friend and you want to watch the news on TV.
(your friend)
6. The restaurant is full. You want to sit at somebody's table.
(the person sitting at the table)
7. You want to read an advertisement in a newspaper someone else is reading.
(the person reading)
8. You want your teacher to let you use your dictionary during a test.
(the teacher)
9. You want to have a party at home on Saturday but you're not sure your family will like the idea.
(your parents)
10. You want the people queuing in a bank to let you go first.
(the people in the queue)

2

Какова будет реакция людей на следующие вопросы? Заполните пропуски в диалогах и попробуйте развить их.

1. Driver: *Can I park my car at the bus stop on the other side of the street?*

Policeman: _____

2. Student: *Do you mind if I finish this test at home?*

Teacher: _____

3. Customer: *Is it all right if I pay for the groceries later today? I've left all my money at home.*

Shop assistant: _____

4. Boy: *Would you mind if I kissed you?*

Girl: _____

5. Passenger: *Could I smoke during the take-off? I'm so nervous.*

Stewardess: _____

3

Напишите диалоги, используя опоры в скобках.

1. Brother and sister at home:

Brother (wants to wear his sister's jumper)
 (1) _____

Sister (refuses, gives a reason)
 (2) _____

Brother (asks if he can borrow her shampoo)
 (3) _____

Sister (agrees, gives a condition)
 (4) _____

2. Mother and son at home:

Mother (tells her son not to eat with his fingers)
 (1) _____

Son (protests, explains why)
 (2) _____

Mother (insists, gives a reason)
 (3) _____

3. Two strangers on a bus:

Man (asks if he can sit in a seat next to hers)
 (1) _____

Woman (refuses, explains why)
 (2) _____

Man (apologises)
 (3) _____

Woman (politely accepts his apology)
 (4) _____

4

Отреагируйте на описанные ситуации, сообщив каждому из участников о запрете. Дайте объяснение каждому запрету. Продумайте возможный разговор и разыграйте его с партнером, который вынужден подчиниться запрету. Поменяйтесь ролями.

Образец: Your colleague is leaving the office at a time when he/she is supposed to work.

You: *You can't leave now. It's not lunchtime yet!*

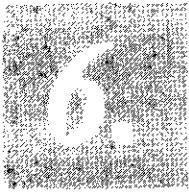
Colleague: *Isn't it? Oh, dear, my watch is fast again.*

1. A man is lighting a cigarette in a non-smoking compartment on the train.
2. Someone has just parked their car in a place reserved for the disabled.
3. Two girls are giggling noisily in the cinema during the film.
4. Your sister has given your dog a large piece of cake to eat.
5. Your friend wants to wear jeans at a very formal wedding.
6. A child is jumping on the sofa in dirty shoes.
7. A visitor is feeding animals in the zoo.
8. Your brother wants to read a letter addressed to you.

5

В каждой из следующих ситуаций отец разговаривает с сыном. Проиграйте заданные ситуации. Поменяйтесь ролями.

1. The boy wants to use his father's aftershave.
2. The boy is watching a horror film late at night.
3. The boy is playing football in the garden in his best clothes.
4. The boy wants to go on holiday on his own with a couple of friends.
5. The boy wants to invite a friend to watch a football match on TV together.
6. The boy has spent all his pocket money on sweets and chewing gum.



Как высказать мнение

Как высказать мнение

I sometimes think that more money should be spent on animal protection.
It seems to me that it is almost impossible to get there.
I believe that Africa is an exciting place to live.
In my opinion they should arrest him.
I think the film is quite interesting.

Как не согласиться с чужим мнением

That may be true, but ...
I'm not sure I agree with you.
Perhaps, but don't you think that ...
I can't agree with you there.
You can't be serious.

Как согласиться с чужим мнением

That's exactly what I think/what I wanted to say.
I couldn't agree more.
I agree entirely.
So do I.



Руководствуясь вашими взглядами, выразите согласие или несогласие со следующими утверждениями. Обращайте внимание на то, с кем вы говорите, и соответствующим образом используйте формулы вежливости.

1. A friend: *People should not be elected to parliament before they are 30.*

Agree: _____
 Disagree: _____

2. A teacher: *Everybody should earn exactly the same amount of money, no matter what their job is.*

Agree: _____
 Disagree: _____

3. Your grandfather: *Young people nowadays spend too much time and money on entertainment.*

Agree: _____
 Disagree: _____

4. Your sister: *Boys are untidy, dirty and lazy.*

Agree: _____
 Disagree: _____

5. A politician: *Taxes are unnecessary and should be abolished.*

Agree: _____
 Disagree: _____

6. A stranger at a bus stop: *Buses in St. Petersburg always run on time.*

Agree: _____
 Disagree: _____



Двое друзей обсуждают типичные проблемы современного спорта. Разыграйте диалог с партнером, используя опоры. (См. также раздел «Как поддержать разговор», стр.14).

- A expresses a negative opinion about the role of money in sport.
- B interrupts politely and gives a counter argument.
- A disagrees.
- B gives an example of how sport helps to raise money for good purposes.
- A changes the topic to children in sport.
- B expresses a positive opinion about the influence of sport on children.
- A agrees, but argues that professional sport does harm to kids.
- B agrees and gives an example.
- A expresses an opinion that sport is a waste of money and gives an example.
- B interrupts and disagrees.



Обсудите с партнером приведенные ниже точки зрения. Старайтесь в разговоре друг с другом прибегать к вежливым формулировкам (См. также раздел «Как поддержать разговор», стр.14).

- All adults should be allowed to buy guns.
- Smoking in public places (restaurants, streets, bus stops etc) should be forbidden.
- We ought to buy our children everything they want.
- Doctors should always inform their patients if they are terminally ill.
- Children should not be allowed to use computers until they are fifteen.
- TV commercials lie and make people buy things they don't really need.

7.

Как говорить об интересах, предпочтениях, желаниях и намерениях

Как рассказать о своих интересах

*I find the history of Europe fascinating/very interesting.
I'm quite interested in politics.
I'm keen on football and hockey.
I'm bored by nature films.
I'm very fond of dogs.*

Как выразить желание и намерение

*I'd like to come back here one day.
I want to be on time.
I wish I had a more interesting job.
I'm going to stop smoking.*

Как выразить предпочтение

*I enjoy going to large parties.
I like jogging./I love French food.
I don't like vegetables. – Neither do I./I do.
I prefer tea to coffee. – So do I./I don't.
I'd prefer to have tea.
I hate going to school.
I'd rather watch a video than go out.
I'd rather not stay here alone.*

1

Обсудите с партнером ваши интересы. Определите, в каких из нижеперечисленных областей ваши интересы совпадают.

football	animals	cooking
history	astronomy	film
cars	geography	knitting
gardening	sailing	climbing
music	fashion	computers
photography	politics	art

2

Из представленного ниже списка выберите 3 пункта, которые вам нравятся, и 3 – которые не нравятся. Объясните партнеру свои предпочтения и антипатии.

dogs	westerns	washing up
politics	spinach	theatre
computer	babies	English
games	Chopin	milk
jazz	tests	mountains
crime stories	school	travelling

3

Подумайте, что вы хотите сделать или какие желания у вас могут возникнуть в следующих ситуациях. Придумайте по 2 предложения для каждой ситуации.

Образец:

It's late evening and you're waiting alone for your bus.
*I wish I had some company.
I'd prefer to take a taxi home.*

- It's a beautiful Sunday morning and you have a lot of homework to do for Monday.
- You're at the cinema watching a very long and boring film.

- You have a free afternoon and the weather is awful.
- You are at a party where you don't know anyone.
- You are hungry and there's nothing to eat in the fridge.
- You feel tired all the time and you've put on some weight recently.

4

Отклоните следующие предложения, объясните, что вам это не нравится или не интересно. Затем скажите, что вы любите и что хотели бы делать в соответствии с вашими интересами. (См. также раздел «Как внести предложения», стр.30)

Образец:

A: *Let's go to a club.*
B: *Oh, no, I hate clubs. I prefer less crowded places. I'd rather go to a jazz club.*

- A: *How about going to the opera tonight?*
B: _____
- A: *Would you like a glass of beer?*
B: _____
- A: *Wouldn't you like to work as a teacher?*
B: _____
- A: *Let's watch the horror film on TV tonight. I've heard it's great.*
B: _____
- A: *How about going to the football match on Sunday?*
B: _____
- A: *Professor Jackson is giving a talk on new discoveries in genetics. Would you like to come? It'll certainly be interesting.*
B: _____

Описание иллюстрации и презентация темы с обсуждением

1.

Человек

Разминка

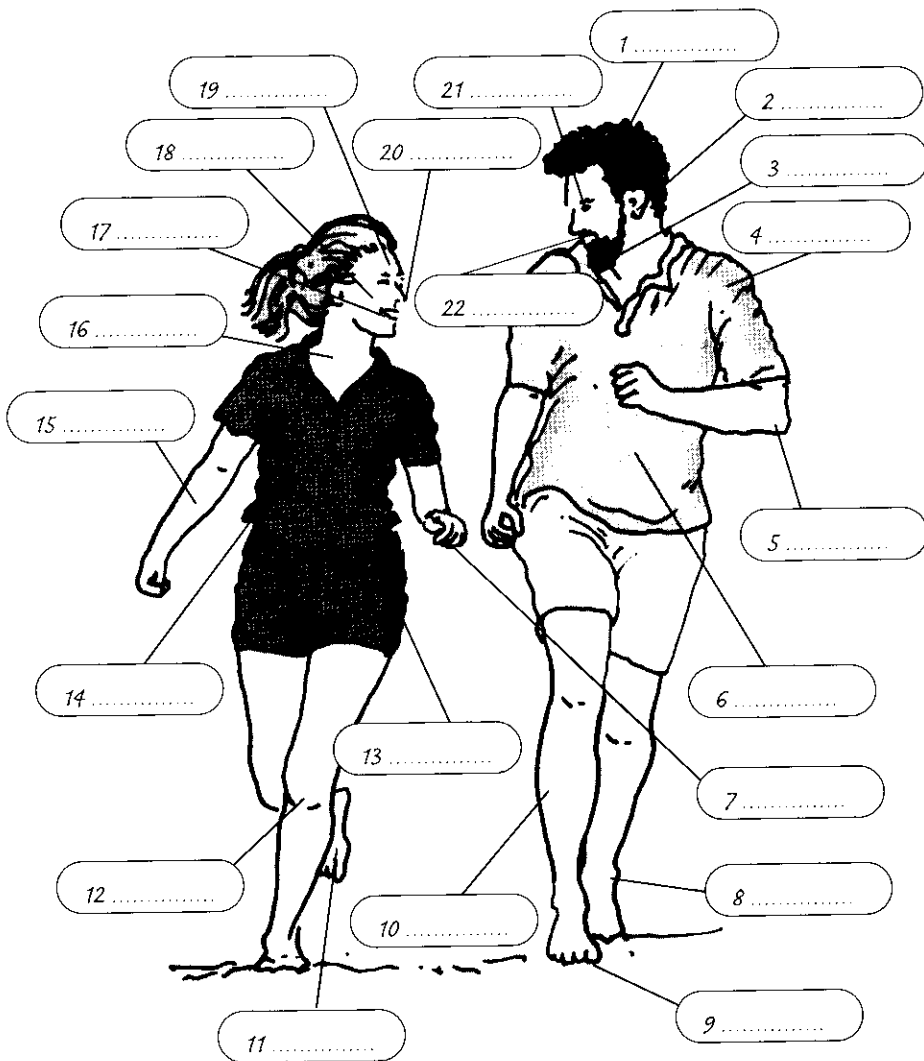
Работая в парах, задайте друг другу вопросы (1–9) и ответьте на них по-английски.

1. What's your name?
2. Can you spell your name?
3. How old are you?
4. Where do you live?
5. What do you do?
6. Where were you born?
7. What's your date of birth?
8. What nationality are you?
9. Do you speak any foreign languages?

Лексика



а. Впишите в пропуски (1–22) названия частей тела.



в. Какие части тела можно описать следующими прилагательными?

fat long broad curly thick straight blue
slim dark pale grey small red

с. Каких известных людей можно описать следующими прилагательными?

well built good-looking overweight unattractive
handsome middle aged feminine fit elderly

д. Опишите известную личность, не называя имени. Задача вашего партнера – угадать, кого вы описываете.

2

а. Данные ниже прилагательные описывают черты характера. Соотнесите прилагательные из групп А и В с их антонимами (1–7).

- | | |
|--------------|-----------------|
| А | |
| 1. lazy | a) cowardly |
| 2. sociable | b) mean |
| 3. ambitious | c) intolerant |
| 4. generous | d) hard-working |
| 5. polite | e) lonely |
| 6. tolerant | f) rude |
| 7. brave | g) unambitious |

- | | |
|--------------|---------------|
| В | |
| 1. patient | a) aggressive |
| 2. extrovert | b) dishonest |
| 3. cheerful | c) unreliable |
| 4. honest | d) sad |
| 5. reliable | e) impatient |
| 6. calm | f) quiet |
| 7. talkative | g) shy |

в. Используя прилагательные из упр. 2а, опишите характер следующих людей (1–5). В каждом случае объясните свою точку зрения.

- | | |
|------------------------------|-------------------------|
| 1. your best friend | 4. your sister/brother |
| 2. an ideal husband/wife | 5. one of your teachers |
| 3. your boyfriend/girlfriend | |

3

а. Какие из приведенных прилагательных описывают положительные эмоции (поставьте «+»), а какие – отрицательные (поставьте «-»).

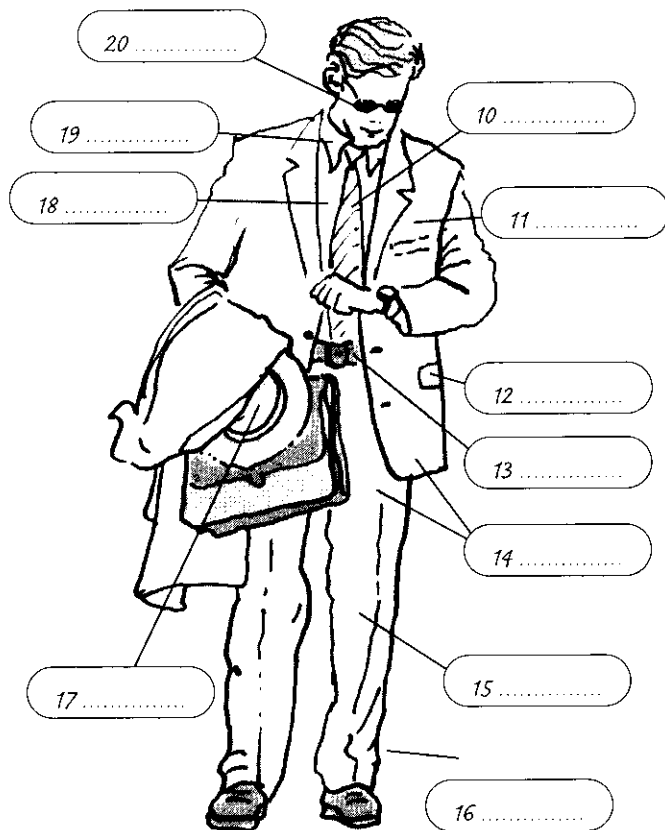
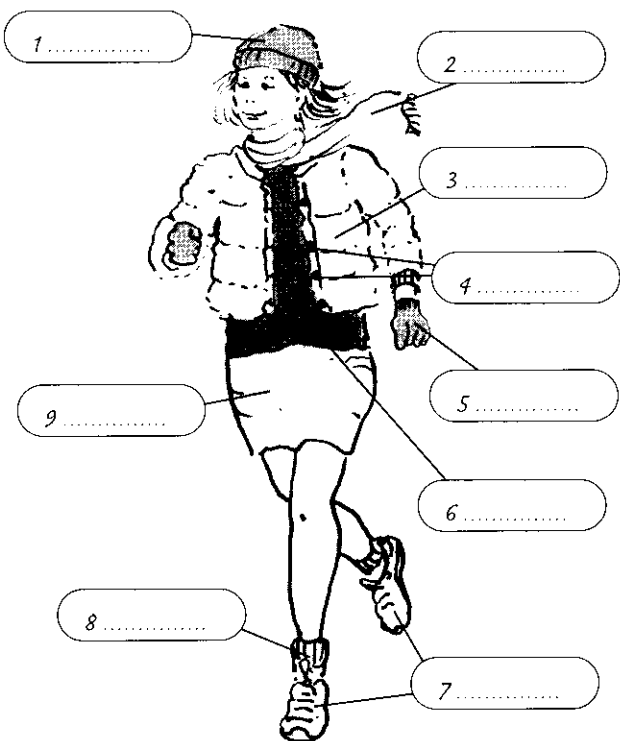
- | | | | | | |
|----------|-------|------------|-------|--------------|-------|
| angry | _____ | delighted | _____ | disappointed | _____ |
| happy | _____ | grateful | _____ | jealous | _____ |
| annoyed | _____ | bored | _____ | tense | _____ |
| sad | _____ | frustrated | _____ | depressed | _____ |
| scared | _____ | anxious | _____ | surprised | _____ |
| proud | _____ | upset | _____ | relaxed | _____ |
| hurt | _____ | confused | _____ | excited | _____ |
| cheerful | _____ | shy | _____ | enthusiastic | _____ |

в. Опишите ситуации, в которых вы испытывали такие эмоции.



Впишите данные в рамке слова в соответствующие пропуски.

shirt tie trousers jacket belt collar
hat shoes trainers skirt jumper/sweatshirt
scarf glove sock cap armband pocket
buttons suit glasses



5

а. Опишите, что вы обычно надеваете:

- a) в школу
- b) в выходные
- c) когда хотите выглядеть нарядно
- d) дома

Примите во внимание следующие детали:

- style
(casual, formal, fashionable, smart, tight, loose etc)
- items of clothing
(jacket or jumper, trainers or slippers, skirt or trousers, shirt or T-shirt etc)
- fabrics
(cotton, wool, linen, silk, leather, lycra etc)
- patterns
(plain, flowery, striped, checked etc)
- colours

б. Ответьте на вопросы (1–4).

1. What clothes are fashionable nowadays?
2. What do young people wear?
3. Is there one fashion for everyone or different styles for each person?
4. Does age have anything to do with fashion and the clothes we wear?

Задания экзаменационного типа

1

Выберите одну из фотографий (А–С) на стр. 177 и опишите изображенного на ней человека. Опишите его внешность и одежду, предположите, что он за личность и чем зарабатывает на жизнь.

2

Выберите человека, который вам симпатичен, и опишите его, отвечая на вопросы (1–3).

1. What does he/she look like?
2. What personality does he/she have?
3. Why do you like him/her?

3

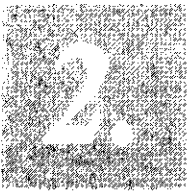
Посмотрите на фото (А–С) на стр. 177 и ответьте на вопросы (1–6).

1. How are the people in the pictures dressed?
2. Are they properly dressed for: work, a party, the opera, a wedding ceremony, housework, shopping? Why?
3. Which of the styles do you like best? Why?
4. Which style is the most similar to the way you dress? Describe your style in clothes.
5. Are clothes important in your life? Do you spend a lot of time thinking about what to wear?
6. To what extent are our clothes responsible for the impression we make on other people?

4

Выберите одну из тем (1–8). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. What shapes our personality: our genes or the environment in which we grow up? Justify your opinion.
2. Does our nationality determine the way we think and act? In what way?
3. Do you believe in horoscopes? Can our date of birth influence our character?
4. Is there a person in your family with an interesting biography? Describe him or her.
5. Would you ever consider having plastic surgery? Why? Why not?
6. Does changing our appearance (hairstyle, clothes) change our personality as well?
7. Would you agree to have a heart transplant? Can having another person's heart change your identity?
8. 'Rarely do great beauty and great virtue dwell together.' (Petrarch (1304 – 1374), *De Remedies*) Comment.



Дом

Разминка

Посмотрите на фото (А–В) на стр. 178 и ответьте на вопросы (1–2).

1. What are the advantages and disadvantages of living in each of these places?
2. Where would you prefer to live?

Лексика



а. Какие из следующих выражений относятся к городской жизни (поставьте «Т» town), а какие – к деревенской (поставьте «С» country)?

- | | | | |
|-----------------|-------|------------------|-------|
| suburbs | _____ | rush hour | _____ |
| forests | _____ | car parks | _____ |
| housing estates | _____ | wildlife | _____ |
| blocks of flats | _____ | fields | _____ |
| open space | _____ | shopping centres | _____ |
| crops | _____ | footpaths | _____ |
| traffic jams | _____ | fumes | _____ |

б. Какие из них описывают вашу местность? Какие вызывают приятные ассоциации, а какие – неприятные?



Прочитайте список мест, расположенных в городе, и ответьте на вопросы (1–4).

church	supermarket	petrol station	pub	castle
museum	cinema	library	department store	
hotel	post office	restaurant		

1. What do people use these places for?
2. Which of them do you visit most often? What do you do there?
3. Which three of them do you consider the most important? Why?



В каких из этих домов (см. слова в рамке) вы больше всего хотели бы жить? Почему? Аргументируйте свой ответ, используя следующие критерии:

- | | |
|--------------------|-------------------------|
| comfortable | uncomfortable |
| expensive | cheap |
| easy to look after | difficult to look after |
| quiet | noisy |

cottage	block of flats	detached house
terraced house	palace	country mansion
caravan	houseboat	



а. Соотнесите данные в рамке названия предметов мебели и приборов с комнатами (см. таблицу). Некоторые из них могут находиться в нескольких комнатах.

cooker	bookshelf	sofa	desk	chest of drawers
washing machine	kettle	socket	washbasin	
wardrobe	alarm clock	towel	freezer	
coffee table	oven	printer	sink	mirror
cushion	carpet	mug	frying pan	hat
curtains	dustbin	computer		

kitchen	
living room	
bathroom	
bedroom	
study	

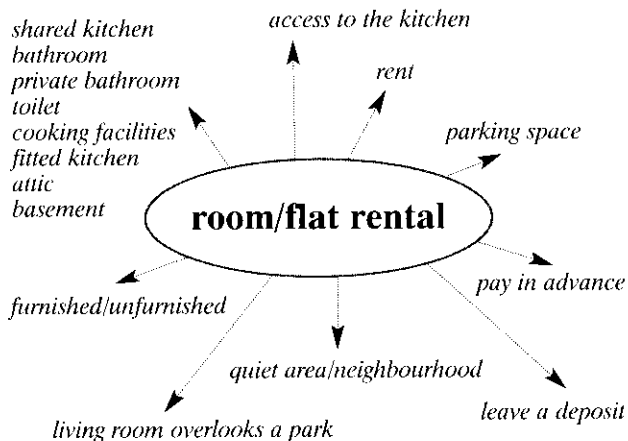
б. Какая из перечисленных комнат, по-вашему, наиболее важна? Почему?



а. Какие из перечисленных пунктов являются достоинствами (поставьте '+'), а какие – недостатками (поставьте '-') при покупке или аренде жилья? Аргументируйте свой ответ.

- central heating _____
- balcony _____
- windows overlooking a busy street _____
- garden _____
- poor condition _____
- lift _____
- garage _____
- nice neighbourhood _____

Ъ. Проработайте следующую лексику и разыграйте описанные ниже сценки с партнером.



А Вы хотите снять квартиру. Наберите номер телефона, данный в объявлении. Выясните:

- какого размера квартира,
- есть ли там мебель,
- как оборудована кухня,
- спокойный ли это район,
- есть ли стоянка напротив дома,
- условия сдачи квартиры (плата, порядок оплаты, задаток).

В Вы хотите снять комнату на год. Наберите номер телефона, данный в объявлении, и спросите:

- насколько комната светлая и просторная,
- какой там вид из окна,
- есть ли поблизости зеленая зона (парк, лес),
- есть ли в комнате балкон,
- можно ли пользоваться кухней,
- будет ли у вас своя ванная,
- тихая ли комната (вы будете заниматься дома).

Сообщите владельцу, собираетесь ли вы снять комнату.

6

Опишите, для чего используется каждый из перечисленных приборов, и ответьте на вопросы (1–3).

answerphone food processor microwave oven
hoover/vacuum cleaner fridge CD player
cordless telephone washing machine iron
dishwasher video recorder (VCR) hair dryer

1. Which of them do you have? How often do you use them? What for?
2. Which of them do you find absolutely necessary and which could you do without?
3. How did people manage when these things did not exist?

7

а. Соотнесите глаголы (1–6) и существительные (а–j), чтобы получить устойчивые словосочетания. Иногда возможны несколько вариантов.

- | | | |
|----------|-------------------|-----------------|
| 1. make | a) the rent | g) a shower |
| 2. do | b) a room | h) breakfast |
| 3. take | c) a flat | i) gardening |
| 4. rent | d) the housework | j) a cup of tea |
| 5. share | e) the washing-up | |
| 6. pay | f) the bed | |

б. придумайте предложения с данными выражениями.

Задания экзаменационного типа

1

Выберите одну из фотографий (С–Е) на стр. 178 и опишите ее. Затем ответьте на вопросы (1–4).

1. Who, do you think, lives here?
2. Do you like the room you described? Why?
3. Is it similar to your room? What are the similarities and differences?
4. What kind of place would you like to live in?

2

Посмотрите на комнаты на фото (С–Е) на стр. 178 и ответьте на вопросы (1–5).

1. Which of the rooms is the most beautiful? Why?
2. What style do the rooms represent?
3. Where can you find rooms like these?
4. Who may be the people living in these places? What can you say about their age, taste, lifestyle?
5. Which place would you prefer to live in?

3

Выберите одну из тем (1–5). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. 'My home is my castle.' Explain the proverb and discuss it.
2. Household duties (doing the washing-up, cleaning, hoovering etc) are relaxing and give us pleasure and satisfaction. Do you agree? Discuss.
3. 'Show me your home and I'll tell you who you are.' Explain the saying and discuss it.
4. Neighbours are often as important in our life as family. Do you agree? Discuss.
5. 'Good fences make good neighbours.' Do you agree?

3.

Школа

Разминка

Посмотрите на карикатуру на стр.179 и ответьте на вопросы (1–3).

1. What idea of education does the cartoon demonstrate?
2. Is it typical of Russian schools?
3. What is wrong with such an attitude to teaching and learning?

Лексика

1

Составьте список ваших школьных предметов и ответьте на вопросы (1–2).

1. Which of the subjects do you like and which are you good at?
2. Which of the subjects, in your opinion, are the most useful and which are not necessary? Why?

2

а. Посмотрите на список школ (колонка А) и расположите их в том порядке, в каком вы их посещали.

б. Посмотрите на типы школ (колонка В) и ответьте на вопросы (а–е). Аргументируйте свой ответ.

- A** upper secondary school
primary school
lower secondary school
college
nursery school/playgroup
university

- B** state school (BrE)
religious school
single-sex school
public school (BrE)
boarding school
vocational school

Which type of school:

- a) do you have to pay for?
- b) takes care of you day and night?
- c) gives you a chance to find a boyfriend or a girlfriend?
- d) represents a specific set of values?
- e) would you like to go to if you could choose once again?

3

а. Заполните пропуски в предложениях глаголами из рамки, поставив их в нужную форму. Каждый глагол используйте только один раз.

take learn pass fail revise study
memorise pick up attend pay graduate

1. She has a gift for languages, she _____ quite a lot of French when she was on holiday.
2. If you don't _____ attention, don't be surprised you don't know what the teacher is talking about.
3. I must go to bed early, I _____ an exam tomorrow.
4. If you are an actor, you must _____ your role by heart.
5. I'm so happy, I _____ the test in maths – it was so difficult that half of the class _____ it.
6. At university, I'm going to _____ nuclear physics.
7. This summer I'd like to _____ a course in word-processing.
8. The school-leaving exam is very difficult, so I'll have to _____ every evening.
9. I'll go on a long holiday as soon as I _____.
10. If you want to be good at history, you have to _____ a lot of dates and facts.

б. Опишите случай из вашей школьной жизни, используя по крайней мере 4 фразы и выражения из упр. 3а.

4

а. Соотнесите глаголы (1–3) с существительными (а–к), чтобы получить устойчивые выражения.

- | | |
|---------|----------------------|
| 1. do | a) a course in ... |
| 2. make | b) research into ... |
| 3. take | c) homework |
| | d) a break |
| | e) an effort |
| | f) notes |
| | g) a mistake |
| | h) an exam |
| | i) progress |
| | j) a degree in ... |
| | k) an experiment |

б. Придумайте по предложению с каждым из выражений, которые вы составили в упр. 4а.

5

Заполните пропуски предложениями *at* или *in*.

- When I was ____ school I liked history and geography, but I was particularly good ____ maths.
- He has a degree ____ economics and maths.
- My sister learns French ____ the French Institute in Moscow.
- He studied ____ Novosibirsk University and then got a scholarship ____ Harvard.
- I attend classes ____ painting.
- I did a course ____ website design in July.

6

Дайте полные ответы на вопросы (1–8). Используйте одну из фраз или выражений из рамки в каждом из ответов.

certificate degree gifted private lessons
uniform discipline scholarship term

- How did he manage to learn Spanish in just three months?
- How can you prove that you passed this exam in English?
- Do English pupils dress differently from Russian ones?
- Has he graduated from a university?
- How are you going to afford your studies in the USA?
- Is he good at music?
- How is the school year in Russia divided?
- Some children are very naughty – how can we deal with this problem?

7

Кем являются перечисленные люди? Заполните пропуски в предложениях соответствующими словами.

pupil student tutor classmate head teacher
lecturer graduate

- When you pass all your university exams you are a _____.
- Professor Jones is my _____; we meet every week to discuss my essays.
- John and I went to the same school, in fact, John was my _____.
- Someone who teaches at a college or university is usually called a _____.
- A _____ is in charge of the whole school.
- A _____ is someone who learns at primary school.
- When you go to university, college or even secondary school you are a _____.

Задания экзаменационного типа

1

Посмотрите на фото (B–C) на стр. 179. Опишите фото C и ответьте на вопросы (1–4).

- In what ways is the classroom in photo C similar to the ones you know?
- How do the two classrooms in photos B and C differ?
- Which pupils have a better chance of being well-educated? Why?
- How is the teacher's work different in each of these schools?

2

Посмотрите на график и фото D на стр. 179 и ответьте на вопросы (1–6).

- What role does/can each of the items play in education? Which of them is/are the most important for effective learning?
- Which subjects can these items help us with? In what way?
- Could a good encyclopaedia be enough to learn everything you need?
- What is more important: a good textbook or a good teacher? Why?
- Can television be educational or does it play a negative role in education?
- How could the Internet be used in education? Have you used it yourself?

3

Выберите одну из тем (1–6). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

- Schools would educate much more effectively if teachers didn't have to give grades. Discuss.
- All schools should become integrated schools, where physically and mentally handicapped children learn with other kids. Discuss.
- School should not only give you factual knowledge but teach life and social skills as well. Discuss.
- Education is something permanent, we never stop learning. Discuss.
- Knowledge and happiness are incompatible: the more you know, the more you worry. Discuss.
- Is private education better than state education? Why?

4.

Работа

Разминка

Какие плюсы и минусы имеют следующие профессии?

- a) sales person b) doctor c) lorry driver

Лексика



а. Заполните таблицу соответствующими названиями профессий, данными в рамке, руководствуясь вашими представлениями о них. Некоторые профессии подходят больше, чем под одну категорию. В каждую часть таблицы добавьте свои примеры профессий.

teacher lawyer dentist fire fighter nanny
 police officer architect beautician secretary
 cleaner scientist actor cook journalist vet
 farmer bodyguard guide priest musician
 pilot librarian tycoon photographer nurse
 interpreter lifeguard waiter shop assistant

dangerous	
underpaid	
respected	
unskilled	
exciting	
unnecessary/ pointless	

б. Из каждой части таблицы выберите одну профессию и объясните, почему вы поместили ее туда.

в. В какой профессии вы видите себя в будущем? Аргументируйте ваш выбор.



а. В группах А и В соотнесите глаголы (1–7) с существительными (а–h), чтобы получить устойчивые словосочетания. Возможны несколько вариантов.

- | | | |
|--------------|--|-------------------|
| А | | a) part-time |
| 1. apply for | | b) a job |
| 2. take | | c) overtime |
| 3. make | | d) business |
| 4. do | | e) full-time |
| 5. work | | f) a day off |
| 6. look for | | g) work |
| 7. go to | | h) a lot of money |

- | | | |
|------------|--|----------------|
| В | | a) shift work |
| 1. gain | | b) business |
| 2. go into | | c) strike |
| 3. do | | d) a living |
| 4. go on | | e) experience |
| 5. take | | f) a profit |
| 6. make | | g) leave |
| 7. earn | | h) manual work |

б. Выберите 5 новых для вас выражений и придумайте с ними предложения.



Соотнесите слова из трех колонок, чтобы получить устойчивые словосочетания. Затем ответьте на вопросы (1–7) с использованием этих выражений.

- | | | | |
|----|---------|----------------|----------|
| | get | sick | hunter |
| 1. | get | a head | line |
| 2. | have | a pay | income |
| 3. | work | income | time |
| 4. | work at | a managing | job |
| 5. | work as | flexi | pay |
| 6. | pay | an assembly | director |
| | | a nine-to-five | rise |
| | | regular | tax |

- What happens when someone works very hard and has good results?
- Who is the most important person in a company?
- How do people work in most factories?
- What does everyone have to pay to the government each year?
- What payment do employees get when they are ill and stay at home?
- What working hours do managers in large companies do?
- When you're looking for a job who can you ask for professional help?

4

Объясните разницу между словами и выражениями в каждой из групп (1–6). При необходимости используйте словарь.

1. be fired – be dismissed – be made redundant – to retire – to get the sack
2. temporary job – permanent job – part-time job – full-time job
3. pension – salary – wage/wages – income – profit
4. skilled worker – unskilled worker
5. employee – employer
6. boss – manager – chef – chief

5

Подумайте, что следует учитывать при выборе работы. Расположите данные критерии в порядке важности, затем сравните ваши результаты и обсудите их с партнером.

- salary _____
- being useful to society _____
- gaining experience and developing one's skills _____
- travel opportunities _____
- meeting new people _____
- long holidays _____
- flexible working hours _____
- a good atmosphere at work _____
- prospects of quick promotion _____
- friendly boss and colleagues _____
- job security _____

Задания экзаменационного типа

1

Опишите фото А на стр. 180 и ответьте на вопросы (1–4).

1. What kind of work does this woman do?
2. What problems may she have to face?
3. Who is this kind of work suitable for?
4. Would you like to work in this place? Why? Why not?

2

а. Представьте, что вы хотите получить работу воспитателя в лагере для детей 8–10 лет. Подготовьте список вопросов, которые вам могут задать на собеседовании.

б. Работайте в парах. Задайте друг другу вопросы, которые вы подготовили. Определите, является ли ваш партнер подходящим кандидатом для этой работы.

3

Посмотрите на фото (А–С) на стр. 180, прочитайте отрывки из газетных статей и ответьте на вопросы (1–7).

1. Which pictures could illustrate the headlines? Why?
2. What do the headlines and the newspaper cutting say about modern society?
3. Is John Hammond's story typical? What do people commonly do to 'let off steam' or 'get rid of negative energy'?
4. What are the causes of stress at work? How could it be prevented?
5. Which of the jobs shown in the photos require working on your own and which require co-operation with others? Do you like working on your own or with other people?
6. What are the advantages and disadvantages of the three jobs shown in the photos?
7. Which of the jobs shown in the photos do you personally find most attractive? Why?

4

Выберите одну из тем (1–7). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. What are trade unions? Are they essential in the world of work? Justify your opinion.
2. Why do so many people in the modern world become workaholics? Could this be called a disease?
3. Retirement should be made compulsory for everyone at the age of 60. Discuss.
4. Having a happy family and personal life is more important than a successful career. Discuss.
5. How important is good education and qualifications in finding a job? Is there a relationship between the education/qualifications you have and the money you earn?
6. Should teenagers work, e.g. take up part-time or holiday jobs, in order to earn some money of their own? At what age should people start earning money?
7. What, in your opinion, motivates people most to go to work: boredom, the need to make a living or the need for respect and social recognition? Can you think of other reasons?

5.

Личная и общественная ЖИЗНЬ

Разминка

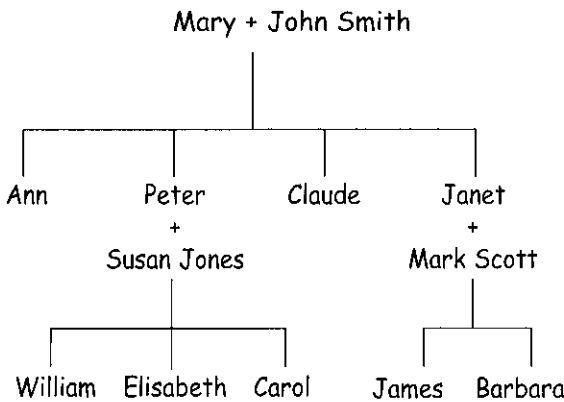
Посмотрите на диаграмму на стр. 181 и ответьте на вопросы (1–3).

1. Summarise and interpret the information included in the diagram.
2. Do you find any of these statistics surprising? Why?
3. What does the diagram tell us about the role traditional institutions such as school play in our lives?

Лексика

1

Закончите предложения согласно представленному ниже генеалогическому дереву.



1. Mary is Carol's _____.
2. Susan is Ann's _____.
3. Ann is Barbara's _____.
4. Claude is James's _____.
5. James and William are _____.
6. John is Mark's _____.
7. Mary is Susan's _____.
8. Peter is Janet's _____.
9. Mark is Claude's _____.
10. Susan is Peter's _____.

2

Убедитесь, что вы понимаете выделенные слова и выражения, и ответьте на вопросы (1–5).

1. Do you know your mother's **maiden name**?
2. Are you **an only child** or do you have **siblings**? Are you happy about it?
3. Do you have a **steady boyfriend/girlfriend**? How long have you been going out with each other?
4. What character in a famous tale had a horrible **step mother**? In what way was she horrible?
5. Are **single parents** most often mothers or fathers? Why?

3

а. Соотнесите данные ниже слова и фразы с соответствующим периодом жизни. Некоторые из них соответствуют более чем одному периоду.

infancy	childhood	adolescence	youth
adulthood	middle age	old age	

- | | |
|--------------------------|----------------------|
| be a bride/a bridegroom | divorce |
| propose to somebody | have grandchildren |
| be a teenager | adopt a child |
| go out with/date someone | fall in love |
| be single | be a widow/a widower |
| get pregnant | have a wedding |
| retire | bring up children |
| go on a honeymoon | be buried (funeral) |
| be a parent | be a baby |
| get engaged | have a career |
| be grown-up/an adult | wear nappies |
| go to summer camps | go to kindergarten |

б. Какой из периодов жизни кажется вам наиболее интересным? Почему?

4

а. Какие из данных в рамке видов деятельности вы выполняете регулярно?

washing clothes	doing the washing up
cleaning	ironing
cooking	walking a dog
feeding a pet	disposing of litter
doing the shopping	hoovering
paying the bills	watering plants
mending clothes	

б. Как распределяются обязанности в вашей семье? Справедливо ли это на ваш взгляд?

5

Перечисленные существительные отражают отношения между людьми. Убедитесь, что вы понимаете эти слова (при необходимости воспользуйтесь словарем), и ответьте на вопросы (1–6).

roommate lover friend colleague workmate
acquaintance partner classmate relative relation
school friend neighbour housemate girlfriend

1. Which words refer to people who work together?
2. Which words refer to people who like each other?
3. Which words refer to people who live together?
4. Which words refer to people who know each other only a little?
5. Which word refers to people who go to the same class?
6. Which words refer to people in the same family?

6

а. Распределите данные в рамке виды хобби по следующим критериям:

- indoor – outdoor
- boring – interesting
- common – unusual
- for young people – for middle-aged people
- for people of all ages
- expensive – affordable

gardening collecting stamps/coins
playing a musical instrument bird-watching
cooking photography DIY rock climbing
fishing hiking painting shopping sewing
hunting surfing the Internet

б. Какие из видов хобби наиболее популярны в Англии, а какие – в России?

7

а. Расположите праздники в порядке значимости их для вас и вашей семьи. Обоснуйте свою точку зрения.

Christmas Easter
Spring and Labour Day (1 May)
Day of Russia (12 June)
Victory Day (9 May) New Year's Day (* January)
Women's Day (8 March)
National Unity Day (4 November)
Motherland Defenders' Day (23 February)

б. Ответьте на вопросы (1–4) о перечисленных праздниках.

1. Which of the holidays have a religious background?
2. Choose three holidays and describe how they are celebrated.
3. Which of the holidays are related to the history of Russia? What events do they commemorate?
4. Which of the holidays are fun? Explain how you celebrate them.

Задания экзаменационного типа

1

Опишите фото А на стр. 181 и ответьте на вопросы (1–6).

1. What does the photo say about men's role in society?
2. Is it typical of men to behave in this way?
3. Have the roles of men and women in the family changed in recent years? In what ways?
4. Is doing housework an important thing in family life?
5. How often do you do housework and do you enjoy it?
6. What are your favourite ways of spending your free time?

2

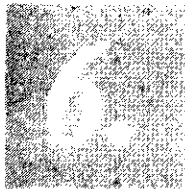
Посмотрите на фото (B_D) на стр. 181 и ответьте на вопросы (1–6).

1. What are the relationships between the people you can see in the photos?
2. What kind of activities are they involved in?
3. Which of these situations seems the most pleasant to you? Which of the people would you like to be?
4. Is a good relationship between grandparents and grandchildren easier to achieve than a good relationship between parents and children?
5. Does your family spend their free time together? What do you do?
6. What are the most common causes of conflict in families?

3

Выберите одну из тем (1–6). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. Research shows that married people are healthier and live longer. Why do you think this is the case?
2. The generation gap is inevitable – parents and children will always argue about their lifestyles and values. Discuss.
3. A large family with a lot of children is happier and healthier than a family with an only child. Do you agree?
4. Manifestations of affection (kissing, embracing, hugging) in public places is embarrassing and should be banned.
5. Old people are the biggest treasure of each community. How do you understand this?
6. A hobby can make you a bore or a very interesting person. Discuss.



Еда

Разминка

Отвечая на вопросы (1–5), опишите свои привычки в еде.

1. What time do you eat the main meals of the day?
2. Do you eat regularly?
3. What do you most often eat for breakfast, lunch and dinner?
4. Are you aware of what food is healthy and what is not?
5. Do you eat a lot of sweets or fast food and drink a lot of fizzy drinks?

Лексика



а. Какие из перечисленных продуктов вы любите, а какие – нет? Почему?

salt fizzy drinks olive oil still mineral water
 sparkling mineral water cheese pasta
 margarine avocado garlic eggs mushrooms
 butter onion coffee sugar
 fruit juice white bread beer ice cream
 chocolate meat spinach fish red wine
 sausage potatoes banana

б. Выберите 3 полезных и 3 вредных продукта из вышеприведенного списка. Аргументируйте свой выбор.



а. Заполните таблицу названиями продуктов из рамки. В каждую категорию добавьте свои примеры.

basil carrot milk pork strawberries lamb
 curry cream pineapple leek

fruit	
vegetables	
dairy products	
meat	
herbs and spices	

б. Какие из этих фруктов и овощей растут в России? Где растут остальные?



а. Ниже дан список блюд, которые готовят из одних и тех же продуктов. Какое из блюд, по-вашему:

- а) самое вкусное
- б) самое полезное
- с) самое популярное в России

Аргументируйте каждый свой ответ.

eggs: scrambled eggs, soft-boiled eggs, an omelette, egg mayonnaise, bacon and eggs

tomatoes: fresh tomato salad, tomato soup, tomato ketchup, tomato juice

apples: apple pie, fruit salad, apple compote, baked apples

meat: a hamburger, tinned ham, roast turkey, pork chops, boiled chicken

potatoes: baked potatoes, boiled potatoes, chips, potato crisps

б. Какие из вышеперечисленных блюд принадлежат к британской и американской кухне?



а. Соотнесите блюда со следующими разделами меню:

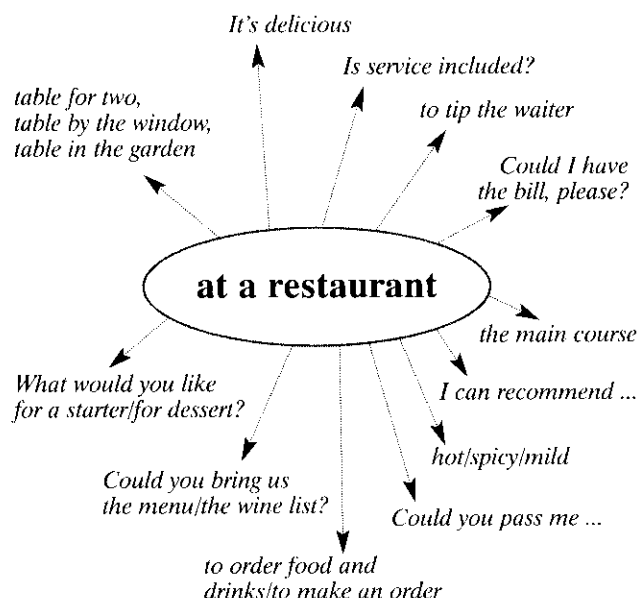
- а) закуски (starters)
- б) основные блюда (main courses)
- с) десерты (desserts)

Затем ответьте на вопросы (1–6).

roast beef with new potatoes and green salad •
 cheesecake • fried cod with roast potatoes and
 coleslaw • prawn cocktail • grilled steak with
 broccol and tomato salad • chicken curry • fruit
 salad • mushroom soup • vegetable risotto •
 spaghetti bolognese • pizza Quattro Stagioni •
 chocolate cake • potato salad • lemon sorbet •
 baked salmon with boiled vegetables

1. Which dishes are suitable for vegetarians?
2. Which dishes aren't cooked?
3. Which dishes are suitable for people on a slimming diet?
4. Which dishes would you choose to eat?
5. Which dishes have you tried? Did you like them?
6. Which dishes can you prepare?

ь. Проработайте следующую лексику и разыграйте описанные ниже сценки с партнером.



A Вы в ресторане с заграничным гостем.

- попросите столик на двоих у окна,
- попросите меню и спросите официанта, что бы он порекомендовал,
- закажите жареного лосося для себя и жаренную на гриле курицу для вашего друга,
- спросите друга, вкусно ли приготовлена курица,
- скажите, что лосось слишком сухой, но печеная картошка превосходна,
- спросите, будет ли он десерт,
- скажите, что хотите выпить кофе, и спросите, что будет пить он.

B Вы в ресторане. Позовите официанта и:

- пожалуйте, что суп слишком холодный, и попросите принести другой,
- попросите сделать потише или выключить музыку, потому что вы не можете разговаривать,
- спросите у официанта, помнит ли он, какой десерт вы заказывали,
- скажите, что хотите поговорить с менеджером.

5

а. Соотнесите названия продуктов (1–9) со способами их приготовления (а–j). Каждый продукт можно приготовить несколькими способами.

- | | |
|--------------|----------|
| 1. onions | a) chop |
| 2. potatoes | b) peel |
| 3. carrots | c) fry |
| 4. eggs | d) boil |
| 5. cheese | e) grill |
| 6. mushrooms | f) bake |
| 7. meat | g) roast |
| 8. fish | h) grate |
| 9. bread | i) slice |
| | j) stew |

ь. Расскажи рецепт блюда, которое вы умеете готовить.

Задания экзаменационного типа

1

Опишите фото А на стр. 182 и ответьте на вопросы (1–5).

1. Is the food the people are eating healthy? Why?
2. What problems may they face in the future if they go on eating like this?
3. Why are fast food restaurants so popular?
4. What should people eat to be healthy?
5. How often do you have take-away fast food or go to fast food restaurants?

2

Посмотрите на фото (B–C), газетную вырезку и график на стр. 182 и ответьте на вопросы (1–7).

1. How do the lifestyles and eating habits of these women differ?
2. What eating disorders may each of them suffer from?
3. Which of them is healthier? Why?
4. Why do so many people now give up meat and become vegetarians?
5. Do you think your everyday diet is healthy? Explain.
6. What should people do if they want to lose weight?
7. Have you ever been on a diet? Describe it.

3

Выберите одну из тем (1–6). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. What are the most common eating habits in Russia? Do we eat in a healthy way?
2. Why is dieting so popular with women and not so popular with men? Discuss.
3. What restaurants do you like going to? What criteria may people use when choosing a restaurant?
4. Eating can be a therapy for unhappy and stressed people. Discuss.
5. Is it better to invite people for a meal at home or to a restaurant?
6. You are what you eat. Do you agree? Discuss.

7.

Покупки и услуги

Разминка

Работая в парах, ответьте на вопросы (1–3).

1. Do you like shopping? Why?
2. Where do you most often go shopping?
3. What do you buy?

Лексика

1

а. Где можно найти продукты и товары, данные в рамке?

chemist's/pharmacy	fishmonger's
greengrocer's	DIY shop
stationery shop	bookshop
shoeshop	toyshop
grocer's	newsagent's
boutique	baker's
butcher's	florist's

aspirin lamp English-Russian dictionary stamps
hammer Lego blocks sandals dress sugar
chives deodorant notebook wellingtons
flour pencil roses cod wallpaper map
apricots chicken scarf herring newspaper
flower pot teddy bear bread suntan lotion

б. Добавьте свои примеры продуктов, которые можно купить в каждом из магазинов.

2

а. Что можно купить в перечисленных ниже местах? Дайте по 5 примеров для каждого.

department store supermarket corner shop
shopping centre street market

б. Где вы больше всего любите делать покупки? Почему?

3

а. Какие услуги оказывают в перечисленных ниже местах?

airport/plane bank dry cleaner's travel agency
hairstylist's beautician's fitness club restaurant
language school job centre library
real estate agency insurance company hotel
post office police station embassy

б. Ответьте на вопросы (а–h).

Where do you go if:

- a) you've lost your passport abroad?
- b) you want to improve your appearance?
- c) you want to buy a house?
- d) you want to go on holiday to an exotic place?
- e) you want to make sure you won't have to pay if you need medical care abroad?
- f) you've been robbed?
- g) you need to buy some stamps?
- h) you need a visa?

с. В каких местах из перечисленных в упр. За вы часто бываете?

4

а. Соотнесите виды деятельности с местами и учреждениями из упр. 1–3. Некоторые из видов подойдут к более чем к одному из пунктов.

1. get a discount _____
2. try something on _____
3. get something at a reduced price _____
4. pay cash _____
5. fasten your seat belt _____
6. go through security control _____
7. pay an excess luggage fee _____
8. get a fine for speeding _____
9. ask for an aisle seat _____
10. book a double room _____
11. fill in a form _____
12. ask for a wake-up call _____
13. give a tip _____
14. send a parcel _____
15. dye your hair blonde _____
16. exchange dollars into pounds _____
17. pay by credit card _____
18. remove a spot _____
19. get a massage _____
20. insure your car _____

б. Припомните смешную и нестандартную ситуацию, связанную с покупкой чего-либо или получением каких-либо услуг. Расскажите об этом партнеру.

5

Где можно услышать приведенные ниже высказывания?

1. Do you have these in a different colour?
2. Where is the lingerie department?
3. How much are the pears?
4. Do you have Spanish moccasins?
5. I'm looking for an aftershave for my brother.
6. What would you like for a starter?
7. I need twenty A4 envelopes.
8. Where can I find acrylic paints?
9. I'd like to open an account in American dollars.
10. I'd like to book a single with a bath.
11. How would you like your steak – rare, medium, or well done?
12. When can I collect my coat?

6

Проработайте следующую лексику и разыграйте описанные ниже сценки с партнером.



A Вы в магазине одежды.

- спросите, вашего ли размера брюки, которые вы держите в руках,
- скажите продавцу, что они слишком длинные, и спросите, могут ли их укоротить для вас за дополнительную плату,
- узнайте, где их можно примерить и заплатить за них,
- заплатите за брюки и попросите еще один пластиковый пакет (объясните зачем).

B Вы недавно купили черную футболку, которая стала серой и села на 2 размера после стирки. Вы приходите в магазин с жалобой.

- скажите, когда вы купили ее и сколько она стоила,
- объясните, что произошло с ней после первой стирки,
- предъявите чек и потребуйте возмещения денег.

Задания экзаменационного типа

1

Опишите фото А на стр. 183 и ответьте на вопросы (1–4).

1. What else can you do in a shopping centre, apart from shopping?
2. Why do people enjoy shopping in shopping centres?
3. Do you often visit shopping centres? Do you like them? Why? Why not?
4. Do you have a favourite shop/shopping mall? Describe it and say why you like it.

2

Опишите фото В на стр. 183 и ответьте на вопросы (1–5).

1. How does this shop differ from the one in photo A?
2. Which of the places is more expensive? Why?
3. Who, in your opinion, comes to do their shopping here?
4. What personality should the shopkeeper have?
5. Would you like to do the shopping in this place?

3

Посмотрите на фото (А–D) на стр. 183 и ответьте на вопросы (1–5).

1. What functions do the places, institutions and people in the photos perform?
2. Who are the customers in each of the places?
3. Will postmen ever become unnecessary as a profession?
4. How significant are job centres for contemporary society? What purpose do they serve?
5. If you could work in the service sector, what job would you like to do? Why?

4

Выберите одну из тем (1–5). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. A supermarket or a corner shop. What are the advantages and disadvantages of each of them and which do you prefer?
2. More and more shops, supermarkets and shopping centres are open on national holidays. What's your attitude towards this phenomenon and why?
3. Consumer society (where people buy more and more things) is heading for its own destruction. How do you understand this sentence?
4. Aggressive advertising makes us buy a lot of things we would normally never buy.
5. Why do companies spend billions of dollars on advertising aimed at children?



Путешествия и туризм

Разминка

Посмотрите на фото А на стр. 184 и ответьте на вопросы (1–3).

1. What kind of people spend their holidays here?
2. What is healthy and unhealthy about such holidays?
3. Would you like to spend your holidays in this place? Why? Why not?

Лексика



а. Соотнесите предлоги с существительными, чтобы получились названия популярных мест отдыха.

	the country
in	the seaside
at	a river
on	(the) sea
by	the mountains
	a lake
	a forest

б. Что можно делать в местах, перечисленных в упр. 1а? Используйте данные образцы и добавьте свои примеры к каждому названию.

diving climbing cycling canoeing
picking mushrooms hang gliding

с. Расскажите, где вы обычно отдыхаете и как проводите там время.



Выберите несколько видов отдыха. Какое снаряжение необходимо в каждом случае?

Ways of spending holiday time

sailing windsurfing sightseeing hiking
oating out camping sunbathing
water skiing nitcheh king package tour

Equipment

an umbrella	a smart dress/suit
a swimsuit	a train timetable
a backpack	a sleeping bag
a yacht	water skis
a tent	walking boots
a surfing board	a guidebook
shorts	a road map
a camera	a good food guide
sun cream	a novel
a sun hat	a compass

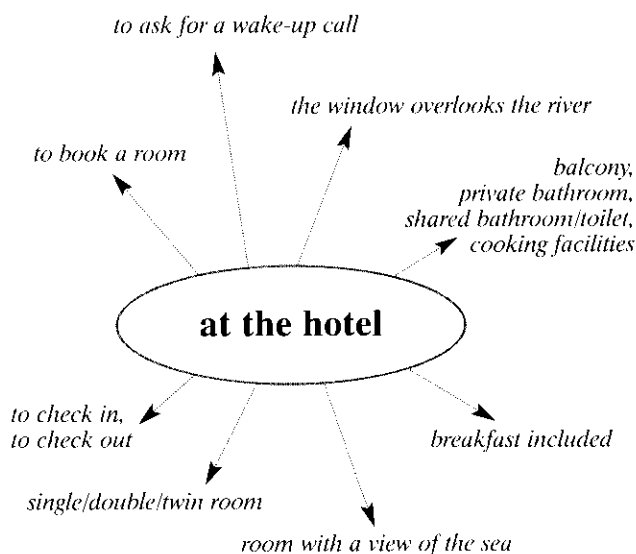


а. Прочитайте список мест, где можно остановиться на одну ночь во время выходных, и ответьте на вопросы (1–3).

campsites self catering cottages or flats hotels
bed & breakfast youth hostels holiday camps
guesthouses caravans

1. How are these places different from each other?
2. Who chooses to stay there?
3. Where do you stay on holiday?

б. Проработайте данную лексику и разыграйте сценки с партнером.



А Позвоните в отель и закажите на выходные номер с ванной. Выясните:

- входит ли в стоимость завтрак,
- это номер с видом на улицу или на море,
- можно ли готовить самим,
- до какого времени следует зарегистрироваться,
- как добраться до отеля с железнодорожной станции.

В Вы только что прибыли в отель и обращаетесь к стойке администратора.

- выясните, готов ли ваш номер,
- попросите разбудить вас утром в 7:30,
- спросите, где вы можете пообедать и в какое время подают завтрак,
- спросите, в какое время в воскресенье вы должны выписаться,
- спросите, где ближайший информационный центр.

4

а. Куда вы первым делом пойдёте, когда приедете в незнакомый город в России или за границей? Расположите приведенные ниже места по степени их привлекательности для вас. Вычеркните те, куда вы точно не пойдёте, и объясните почему.

- | | |
|-------------------------|------------------|
| historic buildings | cemeteries |
| discos | the old town |
| museums | main streets |
| restaurants and cafés | theatres |
| art galleries | open-air markets |
| churches and cathedrals | the zoo |
| parks | fun fairs |
| shopping centres | |

б. Сравните свой выбор с партнером и обсудите его.

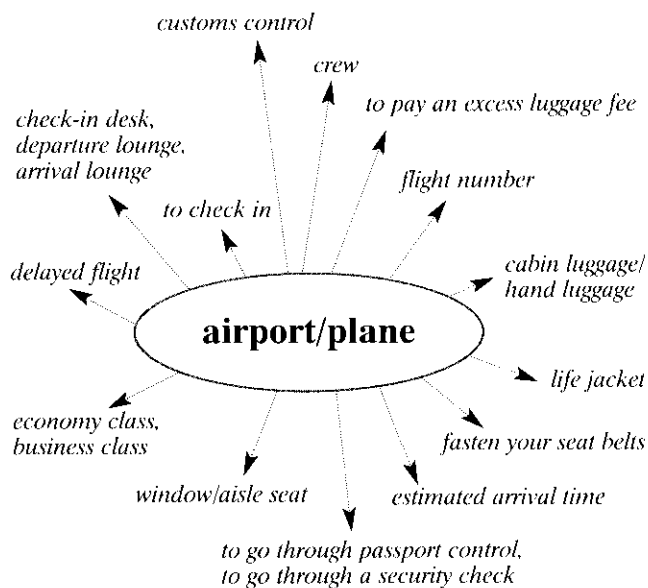
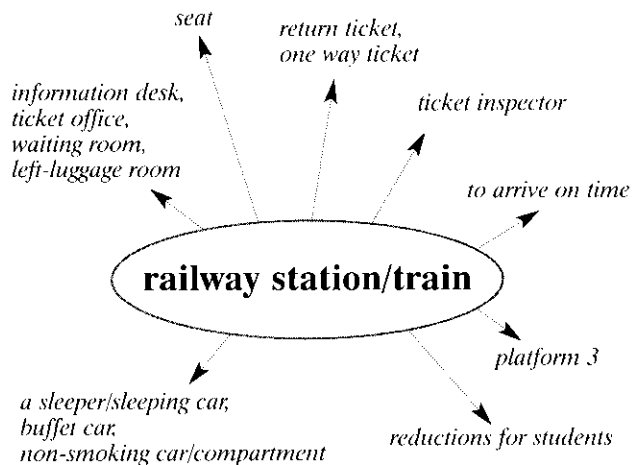
5

а. Определите, к каким видам транспорта относятся данные слова, и впишите их в соответствующую колонку. Некоторые слова относятся к нескольким видам транспорта.

departure lounge steering wheel platform
 flight harbour deck runway check-in desk
 crew brakes land parking lot seat belt
 stewardess take off voyage speed limit
 cruise garage sleeping car buffet car pilot
 overtake captain airport compartment
 petrol station terminal air-traffic control
 ticket inspector cabin disembark duty free shop
 off luggage non smoking car hand luggage
 window seat aisle seat life jacket

train	car	plane	ship

б. Проработайте данную лексику и разыграйте сценки с партнером.



- A Купите билет до Парижа и обратно в купе для некурящих. Узнайте, есть ли скидки для студентов и есть ли в поезде бар или ресторан.
- B Вы на железнодорожном вокзале. Узнайте в справочной, где можно кушать билеты, оставить багаж и подождать поезда. Спросите, как пройти на платформу 5 и на какую платформу прибывают поезда из Оксфорда.
- C Вы встречаете на вокзале тетю из Эдинбурга. Узнайте в справочной, не задерживается ли поезд и когда он должен прибыть.
- D Вы впервые летите самолетом. Спросите бортпроводника, как пристегнуть ремни и где находится спасательный жилет. Узнайте, сколько времени длится полет до Амстердама и когда подадут еду и напитки. Спросите, должны ли вы отключить мобильный телефон и можно ли им пользоваться во время полета.

E Вы в аэропорту. Узнайте в справочной, где производится регистрация пассажиров, вылетающих в Нью-Йорк. Спросите, сколько багажа вы можете взять с собой, сколько единиц ручной клади можно взять в салон и сколько берут за перевес.

F Вы встречаете в аэропорту зарубежного гостя. Узнайте в справочной, когда приземлится рейс из Мадрида и сколько времени может занять паспортный и таможенный контроль. Выясните, есть ли в зале для прибывающих ресторан или кофе-бар.

с. Какие ассоциации у вас возникают в связи со следующими способами путешествовать? К каждому из способов добавьте как можно больше слов.

1. by coach: driver,
2. by bike: pedals,
3. on foot: walking boots,
4. hitchhiking: to thumb a lift,



а. Соотнесите глаголы (1–7) со средствами передвижения (a–f). Найдите все возможные варианты соотнесения.

- | | |
|---------------|------------|
| 1. take | a) a train |
| 2. catch | b) a car |
| 3. get on | c) a bus |
| 4. get off | d) a plane |
| 5. get into | e) a bike |
| 6. get out of | f) a taxi |
| 7. miss | |

б. С кем или чем связаны следующие выражения? Дополните каждое недостающим словом или выражением.

1. _____ broke down.
2. _____ was late.
3. _____ had a crash.
4. _____ was injured.
5. _____ had a flat tyre.
6. _____ was derailed.
7. _____ skidded.
8. _____ crashed into _____.
9. _____ was wrecked.

с. Придумайте рассказ, в котором герой пользуется различными видами транспорта. Используйте выражения из упр. 6а и 6б.

Задания экзаменационного типа



Опишите фото (А–В) на стр. 184 и ответьте на вопросы (1–5).

1. What kind of people is each of these holidays suitable for?
2. What are the main attractions of both holidays?
3. What are the problems you may encounter during each of these holidays?
4. Have you ever been on any holidays like these? Describe your experience.
5. Which holiday would you choose? Why?



Посмотрите на фото С и прочитайте заголовки статей на стр. 184, затем ответьте на вопросы (1–4).

1. What kind of holiday does the photo present?
2. What do the newspaper headlines tell us about hitchhiking?
3. What are the advantages and disadvantages of hitchhiking?
4. Have you ever hitchhiked? If so, how was it?



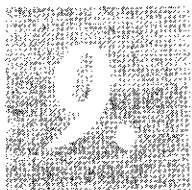
Посмотрите на фото D на стр. 184 и ответьте на вопросы (1–4).

1. What idea of travelling does this machine represent and how does it differ from traditional means of transport?
2. Do you think alternative sources of energy will be widely used in transport one day? When and on what conditions?
3. What means of transport do you use most often and what do you use them for?
4. Would you like to have a car? Why? What would you use it for?



Выберите одну из тем (1–5). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. What way of travelling do you prefer? Why?
2. Travelling broadens the mind. Discuss.
3. If you had a visitor from abroad, which places in Russia and in your home area would you like to show him/her? What would you say about them?
4. Do you think that going on a package tour is the best way of visiting foreign countries? Why?
5. If you had enough money to travel wherever you wanted, where would you go? Why?



Культура

Разминка

Ответьте на вопросы (1–4) о 3-х звездах мира музыки и кино: Мэрилин Монро, Джоне Ленноне и Курте Кобейне, последнем лидере группы «Нирвана».

1. What do these people have in common?
2. Do you think they were happy with their lives?
3. Do you know any other stars with tragic biographies?
4. What are the advantages and disadvantages of being a star?

Лексика

1

а. Впишите слова из рамки в нужную графу. Некоторые из них можно поместить в несколько колонок.

horror rehearsal quiz show broadsheets
 performance concert exhibition novel opera
 ballet painting cast news band chapter
 broadcast sculpture programme poetry choir
 commercial weekly science fiction review
 soap opera drama channel cartoon dubbing
 tabloids documentary stage record chat show
 statue costumes CD headline sports column
 remote control satellite dish headphones comedy

literature	
television	
music	
fine arts	
cinema	
newspapers & magazines	
theatre	

б. Внесите названия профессий из рамки в нужные графы из упр. 1а. Некоторые из них подходят больше чем под одну категорию.

composer journalist painter playwright
 announcer conductor poet director sculptor
 cameraman scriptwriter songwriter violinist
 novelist comedian reporter

с. Какая из форм развлечения, приведенных в таблице в упр. 1а:

- a) наиболее популярна в России?
- b) пользуется наибольшим успехом у вас и ваших друзей?
- c) наиболее престижна?
- d) ваша любимая? Почему?

2

Ответьте на вопросы (1–5), используя данные ниже глаголы.

switch/turn on switch/turn off switch/turn over
 turn down turn up

What do you do

1. when you want to watch TV?
2. when the TV is too loud?
3. when you can't hear the TV well?
4. when you want to watch another channel?
5. when you don't want to watch any more?

3

а. Расположите данные телепрограммы в порядке их популярности. Поясните вашу точку зрения.

nature films _____ action movies _____
 soap operas _____ chat shows _____
 news broadcasts _____ sitcoms _____
 commercials _____ sports programmes _____
 adventure films _____ music programmes _____
 political debates _____ documentaries _____
 documentaries _____ biopics _____
 quizzes _____

б. Какие из программ в упр. 2а вы чаще всего смотрите? Почему?

4

а. Соотнесите глаголы (1–6) с существительными (а–h), чтобы получить как можно больше фраз.

- | | |
|------------|-----------------------|
| 1. act in | a) a performance |
| 2. direct | b) a biography |
| 3. publish | c) a film |
| 4. compose | d) a play |
| 5. produce | e) a review |
| 6. write | f) a piece of music |
| | g) a short story |
| | h) the second edition |

в. Используя составленные вами фразы, напишите по одному предложению о каждом из следующих:

Keanu Reeves	Steven Spielberg
Andrey Petrov	Fazil Iskander
magazine 'Vokrug Sveta'	Stephen King

Образец:

Mark Zakharov directed the famous performance of *Yunona i Avos* in Lenkom theatre in the seventies.

Задания экзаменационного типа

1

Опишите фото (А–В) на стр. 185 и ответьте на вопросы (1–8).

Photo A

1. What kind of music is being played?
2. Who is in the audience?
3. What kind of music do you listen to? Why?
4. Have you ever been to a concert? Describe your experience.

Photo B

5. Who is football popular with in Russia?
6. Do most football fans choose to go to matches or watch them on TV? What are the good and bad sides of each choice?
7. Have you ever been to a sports event? Describe your experience.
8. In what ways are the two photos similar?

2

а. Вспомните фильм, который вы недавно смотрели. Расскажите о нем партнеру, включая следующие сведения:

- when the film was made
- what kind of film it represents (comedy etc)
- who is the director and the main actors
- what is the plot
- what impression the film made on you

3

Прочитайте следующие газетные статьи и ответьте на вопросы (1–5).

Lennon tapes for sale

Two students who interviewed John Lennon over 30 years ago are going to sell the tapes of their conversation at an auction in London this month. The interview contains many famous questions including 'How many cats have you got?' There will be other pop stars' personal belongings sold as well. The auction could raise as much as 800,000 pounds.

A Killing at a Star's House

Patrick Cheney, 22, the only son of a top Hollywood star, was arrested today for shooting his girlfriend's brother.

A high-school dropout, who took up jobs as musician, plumber, and gardener, Patrick has been in the headlines before – his ex-girlfriend accused him of physical abuse and threatening her with a knife.

1. What do the two newspaper cuttings tell us about famous people's lives?
2. Why do you think the tapes of the interview with John Lennon are so expensive?
3. Why do some people collect objects and clothes that belonged to famous actors or pop stars?
4. Do you think Patrick's case would be in the papers if he wasn't the son of a celebrity? Why?
5. Do you think the children of celebrities have more difficult lives than children of ordinary people?

4

Посмотрите на фото(1–3) и диаграмму на стр. 185 и ответьте на вопросы (1–6).

1. What forms of entertainment are shown?
2. What is your opinion about computer games?
3. Is reading books as popular now as it used to be? Why?
4. Is classical music popular among your friends? Why? Why not? What other kinds of music do they listen to?
5. Do people prefer to get information from the press or from TV?
6. Why is television so much more popular than the radio?

5

Выберите одну из тем (1–6). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. Music makes life much more enjoyable. Do you agree?
2. People in Russia watch much more television now than twenty years ago. Why? What programmes are the most popular?
3. Cinema is generally much more popular than theatre. Why?
4. Film adaptations of famous literary works are usually a poor version of the original, so there is no point in making them. Discuss.
5. Fewer people become interested in traditional forms of art such as opera and ballet, so they will die out one day. Discuss.
6. Modern art is only understood by the artist and a few critics. Discuss.

10

Спорт

Разминка

Расскажите партнеру, какими видами спорта вы занимаетесь, как часто и почему вы выбрали именно эти виды спорта.

Лексика



а. Посмотрите на данные ниже слова. Какие из них сочетаются с глаголом «go» (*go climbing*), а какие – с глаголом «play» (*play tennis*)? Какие не сочетаются ни с одним из этих глаголов?

climbing swimming chess table tennis
skating tennis sailing or dge body building
weightlifting football hockey car racing
baseball golf basketball horse riding skiing
cycling rugby water skiing snorkelling

б. Представленные ниже вопросы (1–7) относятся к различным видам спорта из упр. 1а. Ответьте на них.

1. Which of these sports do you take part in?
2. Which of these sports do you like watching live or on TV?
3. Which of these sports are: indoor sports, outdoor sports, motor sports, winter sports, water sports?
4. Which of them are cheap and which expensive?
5. Which are dangerous?
6. In which of them is there no winner? How do we know who wins?
7. Which sports are these people and places typical of?

PEOPLE: referee, goalkeeper, driver, striker, captain, team

PLACES: gym, ice rink, pool, track, pitch, court

с. В каких видах спорта выполняют следующие действия?

1. kick the ball
2. score a goal
3. hit the ball with the racket
4. throw the ball to someone
5. knock someone out
6. catch the ball
7. lift weights
8. pass the ball to someone
9. tackle someone
10. call a time out
11. overtake someone
12. head the ball into the goal



а. Для каких видов спорта вам понадобится следующее снаряжение?

1. stick, puck, skates _____
2. gloves, rope, crash helmet _____
3. net, racquet, ball _____
4. skis, boat, swimsuit _____
5. ball, club, course _____
6. snorkel, goggles, trunks, fins _____

б. Какие из перечисленных видов спорта распространены в России? Кто ими занимается? Какие из них не являются общедоступными?



Какие из данных боевых искусств вы любите смотреть? Почему?

judo boxing karate fencing wrestling sumo



а. Соотнесите слова из колонок, чтобы получить как можно больше устойчивых выражений.

golf	match
tennis	game
horse	tournament
football	competition
world	cup
chess	race
	championship

б. Ответьте на вопросы (1–8).

1. Who was included in the Guinness Book of Records as the winner of 3 Olympic Games, 10 World and 11 European Championships?
2. When do we have a **tie-break** in tennis?
3. Which country **defeated** the French football team in the 2006 World Cup final?
4. What happens if there is a **draw** in a cup football match?
5. Who is **leading** the ATP Champions Race at the moment?
6. Which Russian goalkeeper defended most **penalty shots** in international games? Do you know the names of any Russian **Olympic Games** champions?
7. Who holds the **world record** for the 100-metre sprint?
8. Which sports have people been **disqualified from** after testing positive for drugs?

5

а. Почему следующие виды спорта считаются экстремальными? Что в них опасного?

whitewater rafting
 rock climbing
 bungee jumping
 hang-gliding
 snowboarding
 skateboarding
 surfing
 freestyle skiing
 sea kayaking
 jet skiing
 zorbing
 absailing

б. Какими из этих экстремальных видов спорта стоит попробовать заняться? Что вас в них привлекает?

6

а. В каких видах спорта важны следующие параметры?

- age
- height
- weight
- appearance
- clothes

б. Как следующие вещи влияют на спортсменов?

- advertising
- transfers
- drugs
- injury

Задания экзаменационного типа

1

Опишите фото А на стр. 186 и ответьте на вопросы (1–6).

1. Have you ever been on a holiday like that? Did you/would you enjoy it?
2. Why can it be attractive? What problems might occur?
3. Do you take part in any water sports?
4. What sports can you play in summer and in winter?
5. What sports do you like watching on TV? Do you do any of these sports yourself? If not, why?
6. What sports do you play? Do you do them for pleasure or to keep fit?

2

Посмотрите на фото (А-D) на стр. 186 и ответьте на вопросы (1–6).

1. Which of the sports shown in the photos would you call extreme? Why?
2. Which of the sports is the most healthy? Why?
3. Which of the sports is the most popular? Why?
4. Can all of these activities be called sport? Why? Why not?
5. Which of these activities do you find most appealing? Why?
6. Would you say that these activities are a waste of time and money? Why?

3

Прочитайте фрагмент статьи на стр. 186 и ответьте на вопросы (1–6).

1. What problems are involved in an expedition like this? Why is it dangerous?
2. Would you like to go on an expedition like this? Why?
3. What personality do you need to have in order to be a Himalaist?
4. Why do people climb mountains?
5. What other extreme sports claim the lives of many people?
6. Would you like to try any life-threatening sports? Why?

4

Выберите одну из тем (1–6). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. Sport has become purely a money-making enterprise. Do you agree?
2. Professional sport has nothing to do with a healthy lifestyle. Discuss.
3. Only amateurs should participate in the Olympic Games. How would the Games change if this was the case?
4. Men are more interested in sport than women. Discuss.
5. In many countries football is a national obsession. Explain why.
6. Risking life by doing extreme sports should be forbidden by law. Discuss.

11.

Здоровье

Разминка

Подумайте о своем здоровье и ответьте на вопросы (1–3).

1. Do you consider yourself to be a healthy person? Why?
2. How often do you fall ill?
3. What illnesses and conditions have you experienced?

Лексика

1

а. В рамке даны названия распространенных болезней. Расположите их в порядке от наиболее к наименее опасным. Какие критерии можно для этого использовать?

flu, AIDS, a stroke, cancer, acoholism, asthma,
depression, pneumonia, a heart attack,
a cold, pneumatism, hay fever

б. Подумайте, что вызывает болезни из упр. 1а и как ими можно заболеть. Можно ли их предотвратить? Если да, то как?

с. Соотнесите симптомы (1–16) с болезнями из упр. 1а. Один и тот же симптом может соответствовать нескольким болезням.

1. I have a headache.
2. I feel anxious.
3. I've got chest pains.
4. I'm losing weight.
5. I've got a cough.
6. I've got painful joints.
7. I feel dizzy.
8. I've got hallucinations.
9. I have very high blood pressure.
10. I've got difficulties in breathing.
11. I'm sneezing.
12. I lost consciousness.
13. I've got fever.
14. I've got a sore throat.
15. I feel breathless.
16. I've lost my appetite.

д. Добавьте свои примеры болезней к списку в упр. 1а и опишите их симптомы.

2

а. Какие симптомы могут указывать на следующие проблемы/недомогания, представленные в таблице? Как их следует лечить? Используйте данные в рамке способы лечения, добавьте к ним свои примеры.

PROBLEM	SYMPTOMS	TREATMENT
allergy		
a broken arm		
sunburn		
migraine		
food poisoning		
a cut		
appendicitis		
a burn/a scald		

antibiotics, aspirin, bandage, surgery, vitamin C,
mint tea, plaster, rest, massage, acupuncture,
ointment, pain killer, cold water

б. Какие методы лечения можно применить в случае болезней, данных в упр. 1а?

3

Соотнесите прилагательные (1–10) с существительными (а–j), чтобы получить устойчивые выражения. С каждым выражением придумайте по предложению.

- | | |
|---------------|--------------|
| 1. poor | a) disease |
| 2. infectious | b) cancer |
| 3. sore | c) lifestyle |
| 4. blood | d) disease |
| 5. lung | e) insurance |
| 6. unhealthy | f) pressure |
| 7. mental | g) throat |
| 8. nervous | h) health |
| 9. fatal | i) breakdown |
| 10. health | j) illness |



Соотнесите глаголы (1–10) с выражениями (a–j), чтобы получить устойчивые фразы. Затем соотнесите виды деятельности со специалистами-медиками.

- a GP (general practitioner)
 - a nurse
 - a surgeon
 - a dentist
1. take
 2. listen to
 3. examine
 4. operate
 5. prescribe
 6. vaccinate
 7. put
 8. X-ray
 9. take out
 10. fill
- a) on you
 - b) your tooth
 - c) you against a disease
 - d) your arm in plaster
 - e) your arm
 - f) your tooth
 - g) your temperature/pulse/
blood pressure
 - h) medicines
 - i) you
 - j) your chest



Соотнесите врачебные указания (a–h) и следующие методы лечения (1–8).

1. ointment	a) Take one half an hour before going to bed.
2. plaster	b) Take one every six hours for seven days.
3. vaccination	c) Rub a little bit in every few hours.
4. injection	d) Take a few drops three times a day.
5. sleeping pills	e) You'll have to get a shot at least three weeks before going to Africa.
6. antibiotics	f) You need to take a massage and exercises every other day.
7. physiotherapy	g) We'll give you a shot now and another one tomorrow.
8. nose drops	h) Your broken arm needs to be treated in hospital.



Ниже представлен список зависимостей, часто связанных со стрессом. Какое лечение можно применить в каждом случае? Обоснуйте свою точку зрения и подумайте о других возможностях.

stress-related addictions

alcoholism workoholism compulsive gambling
excessive eating drug abuse chain smoking

possible treatment

psychotherapy group therapy
Anonymous Alcoholics herbal therapy detox

Задания экзаменационного типа



Опишите фото А на стр. 187 и ответьте на вопросы (1–4).

1. What diseases can only be treated in hospital?
2. Is being a surgeon an attractive profession? Why?
3. What are the advantages and disadvantages of being treated in hospital?
4. Have you ever been treated or visited anyone in hospital? Describe your experience.



Опишите фото В на стр. 187 и ответьте на вопросы (1–3).

1. Are old people in Russia generally fit and healthy?
2. What are typical health problems of old people?
3. What should we do to remain fit when we are old?



Посмотрите на фото (B–C) и диаграмму, прочитайте фрагменты статей на стр. 187 и ответьте на вопросы (1–6).

1. How do the two photos differ? Are such scenes typical in Russia?
2. What kinds of unhealthy lifestyle are presented in the material?
3. What problems can result from an unhealthy lifestyle?
4. Which form of exercise shown in the chart would you prefer? Why?
5. Why are some sports (e.g. football, cycling) so popular and other sports (e.g. yoga) unpopular among young people?
6. What other forms of exercise do you know? Do you practise any of them?



Выберите одну из тем (1–6). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. Are Russians generally healthy? Justify your opinion.
2. Alternative therapies (acupuncture, aromatherapy, homeopathy) are becoming extremely popular. Explain why.
3. Being a doctor is the best profession one can have. Discuss.
4. Medical care should be free in all countries. Discuss.
5. Are there enough facilities for the handicapped in your school and town? Describe the situation.
6. How, in your opinion, could drug taking among children and teenagers be prevented?

12.

Наука и техника

Разминка

Составьте список из 5 приспособлений, которых не существовало 100 лет назад. Вместе с партнером подумайте, как люди обходились без них.

Лексика



а. Расположите следующие научные открытия в порядке их важности. Обоснуйте свой выбор.

- DNA _____
- atom _____
- our solar system _____
- insulin _____
- galaxies beyond our own _____
- electricity _____
- gravity _____
- radioactivity _____
- bacteria/viruses _____
- vitamins _____
- X-rays _____
- dynamite _____
- microorganisms _____
- nuclear energy _____

б. Выберите одно из открытий и расскажите, что вы о нем знаете. (кто и когда его совершил).



а. Какие из следующих изобретений представляются вам наиболее значимыми? Выберите несколько из них и расскажите, как они изменили нашу жизнь.

- | | |
|---------------------|-----------------|
| assembly line | money |
| ball-point pen/biro | penicillin |
| bar code | plane |
| bicycle | Post-it notes |
| bra | remote controls |
| bubble gum | safety pin |
| compass | scissors |
| chewing gum | submarine |
| deodorant | toilet paper |
| escalators | umbrella |
| elastic | sellotape |
| eyeglasses | plastic money |
| helicopter | microscope |
| laser | contact lenses |
| lycra | computer |



а. Расположите следующие изобретения в хронологическом порядке (когда они были сделаны).

- fax _____
- e-mail _____
- the Internet _____
- telephone _____
- mobile phone _____
- cordless/wireless telephone _____
- letter _____
- television _____
- answerphone _____

б. Какими изобретениями из упр. За вы наиболее часто пользуетесь? Какими из них вы не любите пользоваться? Почему?



Расскажите о назначении каждого из данных ниже приборов и ответьте на вопросы (1–4).

- | | |
|-----------------|----------------------|
| food processor | printer |
| microwave oven | VCR (video recorder) |
| vacuum cleaner | tape recorder |
| washing machine | fridge |
| dishwasher | CD player |
| DVD player | photocopier |
| iron | electric kettle |
| digital camera | coffee maker |
| word-processor | camcorder |

- Which of them are examples of the most modern technology?
- Which of them do you have? How often do you use them? What for?
- Which of them do you find absolutely indispensable and which could you do without?
- How did people manage when these things didn't exist?



а. Какие приспособления/инструменты нужны, чтобы сделать следующее:

- cutting a sheet of paper in half
- making a hole in a concrete wall
- putting a picture on the wall
- cutting a piece of wood into two pieces
- opening a bottle of wine
- painting a bookshelf

б. Припомните названия 3-х инструментов и расскажите, как ими пользоваться.

6

Закончите предложения (1–6).

1. The car **engine** broke down when _____

2. You need **spare parts** to _____

3. A **power plant** is a factory which _____

4. A **power cut** made it impossible to _____

5. Children shouldn't touch **electric sockets** because

6. If you don't **plug** the radio in, it _____

7

Какими проблемами занимаются данные области современной науки? Какие этические проблемы могут быть с ними связаны?

- genetic engineering
- Information Technology
- transplantology
- nuclear engineering
- astrophysics
- nanotechnology

Задания экзаменационного типа

1

Опишите фото А на стр. 188 и ответьте на вопросы (1–5).

1. Is it easy or difficult to work in this place? Why?
2. What skills do you need to work here?
3. Is this place a healthy working environment?
4. Would you like to work in a place like this? Why?
5. Which of the equipment shown in the photo do you use regularly? What for?

2

Опишите фото В на стр. 188 и ответьте на вопросы (1–4).

1. Do you think the person in the photo would work better with modern equipment?

2. Would the food they produce be better or worse if they used modern equipment? Why?
3. What are the good and bad sides of such work?
4. Where would you prefer to work: in the place shown in picture A or picture B?

3

Посмотрите на фото (А–С) на стр. 188 и ответьте на вопросы (1–7).

1. What are the most important differences between the photos?
2. What qualifications do the people working in these places need?
3. Do you think it was easier to be a factory worker 50 years ago than now?
4. What tendencies in modern life do the photos illustrate?
5. Would you enjoy working in a high-tech environment? Why?
6. What are the advantages and disadvantages of talking on the phone, compared to face to face conversation?
7. In what ways has electronic communication (e-mail, the Internet) changed our lives? Have the changes always been for the better?

4

Выберите одну из тем (1–7). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. Necessity is the mother of invention. Explain this saying.
2. Having a telephone at home is both a blessing and a curse. Discuss.
3. People from communities that live without all the benefits of modern civilisation are much happier than we are. Discuss.
4. Environmental problems are mostly the effect of developing technology. Discuss.
5. Genetic experiments should be banned for ethical reasons. Do you agree?
6. Funding science is a waste of money. Discuss.
7. Some people don't trust modern technology and some are obsessively scared of it. How can you explain this phenomenon?

13.

Природа

Разминка

Работайте в парах. Напишите за 5 минут как можно больше названий животных и ответьте на вопросы (1–4) о каждом из них.

1. What does the animal look like?
2. Where does it live?
3. What does it eat?
4. What habits/'lifestyle' does it have?

Лексика



а. Впишите данные ниже слова в нужную колонку таблицы. Некоторые из них можно поместить больше чем в одну колонку.

beach	elephant	potato	coast
camel	grass	rainforest	intelligence
fur	volcano	bear	pet
oxygen	nest	forest	cattle
eagle	whale	valley	tulip
bush	hill	tail	mountain ridge
root	dolphin	desert	leaves
peach	lake	stream	peak
carrot	ocean		

The world of animals	The world of plants	Environments

б. Какие животные из колонки «The world of animals» принадлежат к исчезающим видам? Что им угрожает? Добавьте свои примеры исчезающих видов.

с. Какие слова из колонки «The world of plants» относятся к овощам и фруктам? Пополните список своими примерами.

д. Какие слова из колонки «Environments» вызывают приятные ассоциации? В беседе с партнером объясните, почему.



а. Разделите следующие слова на группы, относящиеся к погодным явлениям (температуре, ветру, воде и прочему).

boiling sun ice drizzle hot steam
chilly hurricane snow shower thunder clouds
breeze fog snow cold freezing
downpour humid steel

temperature	
wind	
rain	
other	

б. Определите, какие из слов в упр. 2а являются прилагательными (поставьте П), а какие – существительными (поставьте С). Образуйте прилагательные от существительных и существительные от прилагательных (напр. sun – sunny, hot – heat). Будьте внимательны: в некоторых случаях словообразование невозможно.

с. В беседе с партнером опишите:

- a) your favourite kind of weather and what you like to do then
- b) the type of weather you don't like
- c) typical English weather
- d) the weather which played an important role in some dramatic events in your life



а. Прочитайте названия природных катаклизмов и ответьте на вопросы (1–6).

flood earthquake fire drought famine
hurricane volcanic eruption epidemics

1. In which parts of the world do they most commonly take place?
2. Which of them occur in Russia? Where?
3. What are they caused by?
4. What are their consequences?
5. Can they be prevented? How?
6. How can people defend themselves if these disasters occur?

в. Припомните катастрофу, о которой много говорилось в СМИ или которой вы были свидетелем. В беседе с партнером подробно опишите:

- what happened
- where and when it took place
- how long it lasted
- if there were any casualties
- people's behaviour and reactions
- the kind of help provided

4

а. В группах (А–В) соотнесите слова из 2 колонок, чтобы получить устойчивые выражения.

- | | |
|---------------|----------------|
| А | |
| 1. acid | a) spill/slick |
| 2. oil | b) effect |
| 3. global | c) rain |
| 4. greenhouse | d) pollution |
| 5. air | e) warming |

- | | |
|-------------|-------------|
| В | |
| 1. solar | a) paper |
| 2. ozone | b) control |
| 3. recycled | c) friendly |
| 4. nuclear | d) waste |
| 5. noise | e) energy |

б. Какие выражения из групп в упр. 4а описывают явления, благотворные для окружающей среды (поставьте '+'), а какие – неблагоприятные (поставьте '-')?

с. Какова природа нижеперечисленных проблем и на какой аспект окружающей среды они оказывают влияние? Попробуйте предсказать, что произойдет в будущем, если какая-либо проблема не будет решена, и предложите варианты действий в данной ситуации.

- waste and rubbish disposal
- nuclear explosion
- overpopulation
- destruction of forests
- poaching (hunting wild animals illegally)

5

Каким образом данные учреждения, идеи и предметы могут помочь в защите окружающей среды? Как можно их использовать для решения проблем, упомянутых в предыдущем упражнении?

- solar energy
- ban on ivory trading
- recycling
- bicycles
- media
- artificial furs
- separating organic waste
- schools
- CFC-free devices/ozon-friendly sprays

Задания экзаменационного типа

1

Опишите фото А на стр. 189 и ответьте на вопросы (1–4).

1. What should the tourists do in this situation?
2. Are they well prepared for the changeable weather in the mountains? Why?
3. What equipment should you have when you go hiking in the mountains?
4. Have you ever been in a dangerous situation in the mountains, at sea, or on a lake?

2

Посмотрите на фото (В–D), прочитайте газетные заголовки на стр. 189 и ответьте на вопросы (1–5).

1. Describe the disasters in the photos.
2. What/Who caused them?
3. What help should be provided in each case? Who should provide it?
4. Which of the disasters is most dangerous, causes most suffering, will cost most to repair?
5. What ecological disaster may occur in your area? Have you ever experienced any of them?

3

Посмотрите на диаграмму на стр. 189 и ответьте на вопросы (1–4).

1. What processes does the diagram show?
2. What is the process caused by?
3. Why can these tendencies be worrying?
4. What is the population growth in Russia? Are the figures worrying and in what way?

4

Выберите одну из тем (1–6). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. No more nuclear power plants should be built and the old ones should all be closed down. Discuss.
2. Rich developed countries are morally obliged to help developing countries. Discuss.
3. Natural disasters are a form of punishment for the horrible things people do to nature. Discuss.
4. Large-scale recycling of paper, glass, metal and plastic isn't realistic in Russia. Discuss.
5. It's unreasonable to spend so much money and effort on the protection of animals when people die of hunger. Discuss.
6. Space exploration is a waste of money. Do you agree with this opinion and why?

14.

Государство и общество

Разминка

Посмотрите на фото А на стр. 190 и ответьте на вопросы (1–4).

1. What social issue is illustrated in the photo?
2. What do the people in the photo feel/think?
3. Are such situations common in Russia?
4. What are the social and psychological consequences of being unemployed?

Лексика

1

а. Соотнесите высокие должности и учреждения, где работают люди, их занимающие.

Institution	Person
government	MP
parliament	president
ministry	spokesperson
embassy	prime minister
political party	minister
trade union	ambassador
senate	senator
city/town council	mayor
tribunal	politician
	diplomat
	consul
	judge
	blue-collar worker

б. Какова роль данных учреждений?

2

Расшифруйте следующие аббревиатуры и расскажите о функциях каждой из этих организаций.

- UN _____
- EU _____
- NATO _____
- FAO _____
- UNESCO _____
- UNICEF _____
- WHO _____
- IMF _____
- WTO _____
- IOC _____

3

Проверьте значение следующих слов и выражений и ответьте на вопросы (1–6).

tax office	loss
GNP (gross national product)	black market
agriculture	investment
profit	export
free market	services
inflation	VAT (value added tax)
demand and supply	industry
exchange rate	shares
PIT (personal income tax)	globalisation
income	state budget
economy	import
	stock exchange

1. Which of the above items do we associate with a nation's economy?
2. Which concepts are important to every individual citizen? Why?
3. What happens to the price of a product if the demand for it or supply of it change?
4. What are the advantages and disadvantages of the global economy?
5. When can we say that a company is doing well on the market?
6. Why does the black market for products and services exist in Russia? Which parts of our economy are most infiltrated by the black market?

4

Ниже перечислены названия основных конфессий. Работая в группах, обменяйтесь информацией о каждой из них и ответьте на вопросы (1–4).

Christianity Catholicism Judaism Islam
Buddhism Hinduism Shinto Confucianism

1. In which parts of the world are these religions particularly influential?
2. Which of them worship one God (monotheism) and which worship many gods (polytheism)?
3. Which of them believe in reincarnation?
4. Who is the founder of each religion?

5

а. В таблице перечислены некоторые распространенные социальные проблемы. Заполните таблицу соответствующими словами и выражениями, данными ниже. Некоторые из них подходят больше, чем под одну категорию.

addiction	
unemployment	
divorce	
vandalism	
homelessness	

- | | |
|-----------------------|------------------------------|
| social security | jobless |
| teetotaler | single parent family |
| separation | to be high |
| liver disease | to be stoned |
| hooliganism | HIV-positive |
| to take an overdose | to detoxicate |
| sober | hangover |
| to smash something up | marriage |
| to be out of work | to be made redundant |
| to be on the streets | to drive under the influence |
| drug abuse | hostel |
| to be on the dole | booze |
| public property | hallucinations |
| tramp | offence |
| accommodation | to split up |
| to cause damage | alcoholism |
| beggar | |

б. В представленную выше таблицу добавьте собственные слова и выражения, которые могут понадобиться при обсуждении каждой из социальных проблем.

в. Каковы последствия проблем, представленных в таблице в упр. 5а, для общества в целом и для каждого человека в отдельности?

6

а. Заполните таблицу глаголами, которые описывают действия, связанные с видами преступлений, и существительными, обозначающими людей, которые их совершают.

CRIME	ACTION	CRIMINAL
drug trafficking		
speeding		
kidnapping		<i>kidnapper</i>
shoplifting		
smuggling goods across the border		
hijacking		
pickpocketing		
mugging		
murder		
theft		
burglary		
assassination		
rape		

б. Какие преступления из упр. 6а представляются вам наиболее опасными? За какие должны наказывать наиболее строго? Обоснуйте свою точку зрения.

7

Соедините глаголы (1–7) с существительными (а–г) в группах А и В. Затем напишите предложения с полученными выражениями.

А

- | | |
|---------------|--------------|
| 1. pay | a) the judge |
| 2. commit | b) a suspect |
| 3. arrest | c) a crime |
| 4. bribe | d) a fine |
| 5. send sb to | e) the law |
| 6. break | f) evidence |
| 7. give | g) prison |

В

- | | |
|-------------------|----------------------------|
| 1. accuse sb of | a) murder |
| 2. question | b) an offence |
| 3. charge sb with | c) the evidence |
| 4. sentence sb to | d) ten-years' imprisonment |
| 5. identify | e) the victim |
| 6. examine | f) a witness |
| 7. prevent | g) crime |



Каким образом следующие меры могут предотвратить преступление или избавить от его последствий?

- | | | | |
|----------------|-----------|--------|--------------|
| a burger alarm | tear gas | a salo | a money belt |
| severe law | insurance | karate | a dooryard |

Задания экзаменационного типа



Опишите фото В на стр. 190 и ответьте на вопросы (1–6).

1. Why aren't the children at school?
2. What do the parents of these children do?
3. Where are they now?
4. What, in your opinion, is the future of these children?
5. What could be done to make their lives better?
6. Are there many such children in your neighbourhood? What is done to help them?



Напишите мини-рассказ на основе представленных ниже заголовков, а затем ответьте на вопросы (1–5).

Infant kidnapped for 100,000 ransom

Old lady mugged on doorstep

150 injured in riots after concert

Terrorist attack in shopping centre

1. How does this series of news items make you feel?
2. Which of the events described seems the most cruel to you? Why?
3. Why are newspapers and TV news programmes always full of violence and crime?
4. Are you afraid of violence? On what occasions?
5. Have you ever been involved in or witnessed an act of violence? Describe what happened.



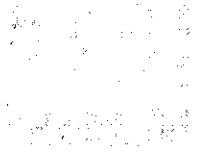
Посмотрите на фото (А–D) и газетные заголовки на стр. 190 и ответьте на вопросы (1–5).

1. What social problems do the photos and the newspaper headline present?
2. What are the causes of each of the problems?
3. What could be done to prevent or solve them?
4. Which of the problems is particularly relevant to the Russian context? Describe the situation in Russia.
5. Are there any institutions in Russia that help alleviate such problems?



Выберите одну из тем (1–7). Сделайте пометки, которые помогут вам при дальнейшем обсуждении. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. Can legalising some less harmful drugs reduce crime? Explain how.
2. Can very severe punishments (the death penalty or long prison sentences) and severe prison conditions deter criminals from committing crimes? Justify your opinion.
3. Should domestic violence be punished as severely as other crimes? Why?
4. Can you suggest any ways of reducing the number of alcoholics in Russia? What could the government and various organisations do to change the present situation?
5. What can be done to prevent football hooliganism in Russia? Explain.
6. Why are small towns usually safer places than large cities? Discuss.
7. The family is getting weaker and family ties will gradually disappear. Discuss.



Некоторые сведения об англоговорящих странах

Разминка

С какими англоговорящими странами ассоциируются следующие понятия?

football cowboy bacon & eggs Abernethy
St. Patrick Indians the queen pascoal
maple leaf surfing whisky

Лексика



Заполните таблицу.

	the USA	Great Britain	Canada	Australia	Ireland
capital					
largest cities					
rivers					
mountain ranges					
highest mountain					
seas					
lakes					



Соотнесите следующие достопримечательности со странами, где они находятся. Заполните таблицу.

Stonehenge • the Niagara Falls • The Grand Canyon • Ayers Rock • the Statue of Liberty • Westminster Abbey • Loch Ness • Twelve Apostles • the Great Barrier Reef • the Empire State Building • Mount Rushmore • Millennium Bridge • Snowdonia • Cork • the Fraser National Park • the Durdle Hole Cross

	the USA	Great Britain	Canada	Australia	Ireland

Какие достопримечательности из упр. 2а кажутся вам наиболее интересными? Обоснуйте свой выбор.



Заполните таблицу названиями элементов культуры, характерных для каждой из стран.

	the USA	Great Britain	Canada	Australia	Ireland
important holidays					
animals					
plants					
leisure activities					
food					
drinks					



а. Из каких стран эти люди? Чем они знамениты?

Pierce Brosnan	J.R.R. Tolkien
Christopher Wren	Meryl Streep
Tina Turner	Margaret Thatcher
Charlie Chaplin	Isaac Newton
Arthur Conan Doyle	Andy Warhol
Alfred Hitchcock	Bernard Shaw

б. Выберите известную личность из англоговорящей страны и расскажите партнеру о его/ее достижениях.



Соотнесите названия (1–12) и определения (а–л).

- | | |
|-------------------|---------------------------|
| 1. the Union Jack | 7. Broadway |
| 2. Big Ben | 8. 10 Downing Street |
| 3. The Sun | 9. the West End |
| 4. Eton | 10. the Stars and Stripes |
| 5. West Point | 11. the White House |
| 6. Yellowstone | 12. the Big Apple |

- a) the place where the British Prime Minister lives
- b) a military academy in the USA
- c) the place where the US president lives
- d) the British flag
- e) the clock in the tower of the Houses of Parliament in London
- f) a district in London famous for theatres, cinemas and restaurants
- g) a street in New York famous for theatres
- h) New York
- i) the most widely sold daily newspaper in Britain
- j) one of the most famous public schools in England
- k) a national park in the USA
- l) the United States flag



Когда и где произошли следующие события?

- the Civil War
- Industrial Revolution
- the Great Depression
- the assassination of President J.F. Kennedy
- the assassination of Martin Luther King
- Prohibition
- the Battle of Britain
- September 11th



Ниже приведен список «заимствований», попавших в российскую культуру из англоговорящих стран. Каково ваше к ним отношение?

St. Valentine's Day	reality shows on TV
fast food restaurants	chat shows
shopping malls	Pottermania



Выберите одну из данных областей и найдите межкультурные сходства и различия (Россия и одна из англоговорящих стран).

family life	industry	education
ecology	sport	health service
traditional food	lifestyle	young people

Задания экзаменационного типа



Опишите фото А на стр. 191 и ответьте на вопросы (1–4).

1. Which country is this school in? How did you know?
2. In what ways does it differ from a typical Russian school?
3. What are 'public schools' in Britain? Are they the same as public schools in the USA?
4. Would you like to learn in a British public school? Why? Why not?



Посмотрите на фото (А–D) на стр. 191 и ответьте на вопросы (1–6).

1. Which two countries do all the photos present?
2. What do photos (A-B) say about the British society?
3. Which of them could encourage someone to visit the UK? Why?
4. What do photos (C-D) say about the USA?
5. Which of them could be used for promoting trips to the USA? Why?
6. Which of the photos could have been taken in Russia? Where and when?



Выберите одну из тем (1–6). Сделайте пометки, которые помогут вам выстроить речь и обсуждение. Подготовьте список опорных слов и выражений (при необходимости используйте словарь). Затем обсудите тему с партнером.

1. Which English speaking country have you visited? What was your experience? What did you like and what didn't you like? Why?
2. Which English speaking country would you like to visit most? Why?
3. People still believe in the idea of the 'American Dream'. Is the USA still a promised land?
4. America is a country with extreme diversities in all walks of life. How can you explain this?
5. If you were to live abroad, which English speaking country would you choose to settle down in? Why?
6. The British have the best sense of humour. Do you agree?

Часть II.

Письменный экзамен

Письменный экзамен по английскому языку, как правило, состоит из нескольких разделов:

- аудирование;
- чтение;
- письмо;
- грамматика и лексика.

Приведенная ниже таблица содержит необходимую информацию об этой части ЕГЭ, в соответствии с действующей демоверсией.

Структура письменной части ЕГЭ по английскому языку				
Разделы работы	Кол-во заданий	Время на выполнение задания	Соотношение оценок выполнения отдельных частей работы в общей оценке	Тип заданий
Аудирование	15	30 минут	20%	Задания на соответствие, с выбором ответа и с кратким ответом
Чтение	9	30 минут	20%	
Грамматика и лексика	20	40 минут	20%	
Письмо	2	60 минут	20%	Задания с развернутым ответом

Часть вторая учебного пособия «State Exam Maximiser» включает в себя разделы, соответствующие каждой из частей письменного экзамена.

Аудирование

В данном разделе даются общие рекомендации по использованию эффективных стратегий аудирования, связанных с отработкой компенсаторных умений по восполнению утраченной информации, по использованию языковой догадки, а также приемы и алгоритмы выполнения конкретных заданий различного уровня сложности, а именно заданий на:

- установление соответствия приведенных утверждений прослушанному тексту;
- определение правильного варианта ответа из ряда предложенных;
- соотнесение содержания прослушанного текста с текстом задания;
- расположение информации или событий в определенном порядке.

Чтение

В данном разделе даются общие рекомендации, по использованию эффективных стратегий чтения, связанных с отработкой компенсаторных умений по использованию языковой догадки, а также приемы и алгоритмы выполнения конкретных заданий различного уровня сложности, а именно заданий на:

- установление соответствия утверждений информации в прочитанном тексте;
- определение правильного варианта ответа из ряда предложенных;
- заполнение пропусков в тексте;
- подбор соответствий предложенных вариантов прочитанному тексту;
- установление структурно-смысловых связей текста.


Грамматика и лексика

Предлагаемые в данной части пособия упражнения и задания помогут учащимся овладеть алгоритмами выполнения языковых заданий различного уровня сложности.

Письмо

Предлагаемые в пособии задания, выходят за рамки структуры заданий современного формата ЕГЭ, поскольку отрабатывают стратегии написания различных типов письменных текстов, которые учащиеся должны уметь писать в соответствии с требованиями Государственного образовательного стандарта. Данный раздел особенно эффективен для обучения умениям письменной речи; он поможет справиться с выполнением широкого спектра письменных текстов прагматического и академического характера.

Аудирование

Внимание! Все аудиозаписи к упражнениям данного раздела должны прослушиваться дважды. Часть аудиозаписей (тех, что представляют собой ряд коротких высказываний) записана дважды. Более длинные отрывки записаны один раз, поэтому после того, как вы прослушали их один раз, вернитесь к началу записи и прослушайте ее еще раз. Такие задания отмечены значком  рядом с номером упражнения. В тех упражнениях, где предусматривается прослушивание аудиозаписи, номера треков даются в скобках рядом с номером упражнения.

Общие замечания

В этом разделе вы узнаете:

- ☞ что делать, если вы услышали новые слова, которые вам незнакомы;
- ☞ как различить слова, которые звучат одинаково, либо очень похоже.

Определение значения незнакомых слов.

Попытайтесь догадаться о значении незнакомых слов. Для этого проанализируйте контекст, в котором они звучат, определите, к какой части речи они относятся и что они могут значить.

(1.1)

Вы услышите три коротких диалога. В каждом из них есть слово, которое вы, возможно, не знаете. Подумайте, в каком контексте оно встречается, решите, что оно может означать, и выберите один из трех возможных ответов (a–c). Вы услышите каждый диалог дважды.

1. *Scones* are
 - a) a kind of small tea cup.
 - a kind of small cake.
 - something to drink.
2. *To thrash* means
 - to lose a match.
 - to defeat someone in a match.
 - to be fond of football.
3. *He's laid up* means
 - he is ill.
 - he is wrong.
 - he likes fish.

(1.2, 1.3)



Вы услышите три коротких высказывания. В каждом из них одно из слов было заменено на «blablabla». После прослушивания каждого высказывания определите, какая часть речи была заменена и отметьте тот ответ, который вы считаете верным (a–c). Вы услышите каждую запись только один раз.

1. Слово blablabla стоит вместо
 - им.существительного
 - глагола
 - им.прилагательного
 - наречия
 2. Слово blablabla стоит вместо
 - им.существительного
 - глагола
 - им.прилагательного
 - наречия
 3. Слово blablabla стоит вместо
 - им.существительного
 - глагола
 - им.прилагательного
 - наречия
- ☞ Прослушайте запись еще раз и определите, какое именно слово было заменено на 'blablabla'. Отметьте тот ответ, который считаете верным (a–d). Вы услышите запись один раз.
1. The *blablabla* means
 - interesting.
 - difficult.
 - philosophical.
 - religious.
 2. The *blablabla* is a kind of
 - bird.
 - colourful flower.
 - fish.
 - fruit.
 3. The *blablabla* is something which can be
 - used as a drink.
 - used for making bottles.
 - used to make things waterproof.
 - used as soap.

Как различить слова, имеющие похожее произношение.

В английском языке есть много слов, имеющих похожее произношение, но разное значение и написание. Убедитесь в том, что слова, которые вы выбрали, звучат в записи. Анализ контекста, в котором звучат эти слова, часто помогает принять правильное решение.

(1.4)

Вы услышите шесть цепочек, каждая из которых состоит из двух или трех слов, произношение которых отличается только одним звуком. Выберите тот порядок (a–b), в котором они записаны. Вы услышите каждую запись дважды.

- a) tree – three 4. a) bet – bed – bad
b) three – tree b) bed – bad bet
- a) man – men 5. a) cut – cat – caught
b) men – man b) cat – caught – cut
- a) cheap – chip 6. a) hat – hard – heard
b) chip – cheap b) hat – heard – hard

(1.5)

Вы услышите шесть цепочек из четырех-пяти слов, произношение которых отличается только одним звуком. Выберите тот порядок (a–b), в котором они записаны. Вы услышите каждую запись дважды.

- a) set – sat – seat – sit
b) sat – seat – set – sit
- a) fall – fool – folly – full
b) fall – fool – full – folly
- a) what – would – ward – word
b) what – ward – word – would
- a) heed – hid – head – hat – heat
b) heed – heat – hid – head – hat
- a) feet – fit – fed – fat – feed
b) feet – fit – feed – fed – fat
- a) beat – bet – bead – bed – bit
b) beat – bed – bead – bit – bet

(1.6)

Вы услышите шесть предложений, в каждом из которых прозвучало одно из приведенных ниже слов. Проанализировав контекст, определите, какое из слов (a–c) прозвучало. После этого дайте правильное произношение и значение двух других слов. Вы услышите каждое предложение дважды.

- a) hat b) head c) hot
- a) walk b) woke c) work
- a) cheap b) sheep c) ship
- a) far b) fair c) fur
- a) rain b) ran c) run
- a) seat b) seed c) sit

(1.7)

Вы услышите шесть предложений, в каждом из которых прозвучало одно из следующих слов (a–d). Проанализировав контекст, определите, какое из слов прозвучало. После этого дайте правильное произношение и значение двух других слов. Вы услышите каждое предложение дважды.

- a) praise b) price c) prize d) prose
- a) hat b) head c) heart d) hut
- a) beard b) bed c) bet d) bird
- a) card b) cart c) cat d) caught
- a) mad b) made c) met d) mud
- a) beach b) bitch c) peach d) pitch

Им.числительные

При прослушивании записи обратите особое внимание на им.числительные, т.к. некоторые из них очень легко перепутать (например, fourteen и forty, fifteen и fifty и т.д.).

(1.8)

Вы услышите пять коротких отрывков. Решите, соответствуют ли приведенные ниже предложения (1–5) прослушанному. Если предложение неверное, исправьте его. Вы услышите каждое высказывание дважды.

	True	False
1. My sister is 16 years old.		
2. His address is 19 Old Street.		
3. There were 46 children in the hall.		
4. I liked the 14th song.		
5. Prof. Reader has already bought more than 20 books this year.		

(1.9)

Вы услышите шесть коротких отрывков. Решите, соответствуют ли приведенные ниже предложения (1–6) прослушанному. Если предложение неверное, исправьте его. Вы услышите каждое высказывание дважды.

	True	False
1. The highest temperature we can expect tomorrow is 19 degrees Fahrenheit.		
2. Our house is not yet 75 years old.		
3. The passenger's seat number is 33.		
4. The speaker spent 14 days in Rome.		
5. The silk dress is 18 pounds.		
6. There were enough seats for all the invited guests.		

Понимание омонимов

В тестах часто встречаются омонимы, т.е. те слова, которые имеют одинаковое произношение и написание, но разное значение. Чтобы правильно понять, что это за слово, необходимо учесть общий смысл предложения, в котором оно встретилось.

9 (1.10)

Вы услышите шесть предложений. В каждом из них есть омонимы. Проанализировав контекст, определите правильное значение (a–d) каждого из приведенных ниже слов (1–6). Вы услышите каждое предложение дважды.

- | | | |
|----------|---------------------------------|---------------------------------|
| 1. right | a) correct | b) opposite to left |
| 2. date | a) the boyfriend/
girlfriend | b) the day |
| 3. fair | a) exhibition | b) light |
| 4. court | a) place of justice | b) household of
a king/queen |
| 5. note | a) message | b) to notice |
| 6. light | a) not dark | b) not heavy |

10 (1.11)

Вы услышите шесть предложений. В каждом из них есть один из омонимов, приведенных ниже (1–6). Проанализировав контекст, определите, какое из значений правильное (a–b). Вы услышите каждое предложение дважды.

- | | | |
|-------------|---------------------|--------------------|
| 1. beating | a) hitting | c) winning against |
| | b) mixing | d) stirring |
| 2. faint | a) collapse | c) slight |
| | b) light-coloured | d) unenthusiastic |
| 3. showered | a) washed oneself | c) rained |
| | b) gave generously | d) sprinkled |
| 4. shots | a) bullets | c) injections |
| | b) drinks | d) photos |
| 5. side | a) contestant | c) point of view |
| | b) part of the body | d) surface |
| 6. mean | a) average | c) signify |
| | b) intend | d) stingy |

Понимание омофонов

Некоторые слова, так называемые омофоны, имеют одинаковое звучание, но разное написание и значение. Выбор правильного слова зависит от контекста.

11

Содените слова из правой и левой колонок в пары омофонов и объясните, что означает каждое слово.

- | | |
|-------------|-----------|
| 1. break | a) threw |
| 2. knew | b) peace |
| 3. knows | c) pear |
| 4. night | d) sun |
| 5. pair | e) hole |
| 6. piece | f) sale |
| 7. right | g) nose |
| 8. sail | h) brake |
| 9. son | i) new |
| 10. through | j) write |
| 11. whole | k) knight |

12

Переведите следующие пары омофонов.

air	heir	heal	heel
bear	bare	isle	aisle
berry	bury	one	won
board	bored	maid	made
cereal	serial	sew	so
cheque	Czech	stake	steak
coarse	course	through	threw

13 (1.12)

Вы услышите шесть предложений, в каждом из которых есть один из омофонов, приведенных ниже. Определите, какой из них (a–b) употребляется в предложении. Вы услышите каждое предложение дважды.

- | | |
|---------------|------------|
| 1. a) meat | b) meet |
| 2. a) tail | b) tale |
| 3. a) their | b) there |
| 4. a) weak | b) week |
| 5. a) hear | b) here |
| 6. a) weather | b) whether |

14 (1.13)

Вы услышите короткое монологическое высказывание. Определите, какие из омофонов (a–b) были использованы. Вы услышите омофоны в том же порядке, в каком они даны в упражнении. Вы услышите высказывание дважды.

- | | |
|----------------|------------|
| 1. a) waste | b) waist |
| 2. a) sail | b) sale |
| 3. a) knew | b) new |
| 4. a) here | b) hear |
| 5. a) knew | b) new |
| 6. a) knight | b) night |
| 7. a) knight | b) night |
| 8. a) heard | b) herd |
| 9. a) mourning | b) morning |
| 10. a) their | b) there |
| 11. a) male | b) mail |
| 12. a) bear | b) bare |

Задания на установление соответствия приведенных утверждений прослушанному ТЕКСТУ (True/False/No Information)

В этом разделе вы узнаете:

- как наиболее эффективно прослушать запись, к которой даны задания на установление соответствия;
- на чем сконцентрировать внимание во время работы с заданиями такого типа.

Ключ к успеху

- Перед тем, как прослушать запись, внимательно прочитайте задание (инструкции) и утверждения.
- Используя общие знания или догадку, попытайтесь представить себе, о чем будет говориться в записи.
- Подумайте, какого рода информация потребуется (например, цифры, время, им.собственные), чтобы установить соответствие данных утверждений.
- Помните, что в записи не всегда можно найти ответы на все вопросы. В заданиях такого типа может быть и третий вариант – «Нет информации». В этом случае помните, что неверное предложение содержит информацию, которая противоречит записанному тексту, а вариант «Нет информации» означает, что в тексте записи ничего не говорится по этому поводу.
- Помните, что в заданиях такого типа порядок приведенных утверждений соответствует тому порядку, в каком информация дается в записи. Поэтому, в принципе, утверждения можно читать и во время прослушивания записи. Но будьте осторожны, данный способ не всеми может быть использован! Если одновременное чтение задания и прослушивание записи отвлекает вас от понимания содержания, сконцентрируйтесь только на прослушивании и попытайтесь запомнить как можно больше.
- При прослушивании обратите внимание на отрицательные предложения, поскольку правильный ответ часто имеет форму утвердительного предложения, которое включает слово, противоположное по значению тому, что прозвучало в записи. Это также может быть более сложное предложение, в котором встречаются такие слова как: *barely, hardly, scarcely, rarely, seldom*.
- Иногда вопросы задания связаны с определением стиля текста и намерений автора, анализом контекста ситуации. Они всегда стоят в конце. При ответе на такие типы вопросов необходимо подумать о тексте всей записи целиком.
- Прослушайте запись и отметьте свои ответы.
- Во время второго прослушивания проверьте свои ответы.
- Не оставляйте вопросы без ответов! Если вы не уверены в ответе, попытайтесь хотя бы догадаться, т.к. даже в этом случае у вас остается 50% вероятности (или 33%, если есть вариант «Нет информации») правильного ответа..

Прогнозирование содержания текста аудиозаписи и запрашиваемой информации



(1.14)



а. Прочитайте предложения (1–8) и попытайтесь догадаться, о чем пойдет речь в записи. Затем подумайте, какого рода информация вам понадобится, чтобы установить соответствие данных предложений тексту аудиозаписи. Задайте вопросы, которые касаются запрашиваемой информации (см.образец). Это поможет вам сконцентрироваться на нужных фактах во время прослушивания.

Образец:

1. Aisha lives near Liverpool.

Where (name of the city/town) does Aisha live?

2. Aisha has one elder sister.

3. In Aisha's school more than 50% of pupils are Asians.

4. Aisha sometimes feels more British than Pakistani.

5. Aisha's Religious Instruction teacher doesn't know much about Islam.


6. Muslim men must wear certain clothes all the time.

7. Aisha disliked some things in Pakistan.

8. Aisha would never marry a Muslim.

➤ Прослушайте запись и установите соответствие приведенных утверждений (1–8) содержанию прослушанного. Отметьте свой ответ в таблице. Если утверждение неверное, исправьте его. Удалось ли вам предугадать, на какую информацию вы должны были обратить внимание во время прослушивания? Вы услышите запись дважды.

	True	False
1. Aisha lives near Liverpool.		
2. Aisha has one elder sister.		
3. In Aisha's school there are more than 50% Asians.		
4. Aisha sometimes feels more British than Pakistani.		
5. Aisha's R.I. teacher doesn't know much about Islam.		
6. Muslim men must wear certain clothes all the time.		
7. Aisha disliked some things in Pakistan.		
8. Aisha would never marry a Muslim.		

 (1.15)




➤ Прочитайте предложения (1–6) и попытайтесь догадаться, о чем пойдет речь в записи. Затем подумайте, какого рода информация вам понадобится, чтобы установить соответствие данных предложений тексту аудиозаписи. Задайте вопросы, которые касаются необходимой информации. Это поможет вам сконцентрироваться на нужных фактах во время прослушивания.

1. During the Adventure the visitors can admire old church sculptures.
2. The Viking Adventure seems authentic thanks to an excellent sound system.
3. You can see live animals there.
4. The Adventure starts with a visit to a Viking Museum.
5. You can't visit the Dublin Viking settlement in winter.
6. A children's ticket is almost £3.

➤ Прослушайте запись и установите соответствие приведенных утверждений (1–6) содержанию прослушанного. Отметьте свой ответ в таблице. Если утверждение неверное, исправьте его. Удалось ли вам предугадать, на какую информацию вы должны были обратить внимание во время прослушивания? Вы услышите запись дважды.

	True	False
1. During the Adventure the visitors can admire old church sculptures.		
2. The Viking Adventure seems authentic thanks to an excellent sound system.		
3. You can see live animals there.		
4. The Adventure starts with a visit to a Viking Museum.		
5. You can't visit the Dublin Viking settlement in winter.		
6. Children's ticket is almost £3.		

Вариант «Нет информации» и порядок следования информации в тексте

 (1.16)




➤ Вы услышите отрывок разговора Билла с врачом. Определите, какое из приведенных утверждений (1–8) соответствует/не соответствует прослушанному, а по каким утверждениям в диалоге нет информации. Отметьте правильный ответ в таблице. Если утверждение неверное, исправьте его. Вы услышите запись дважды.

	True	False	No info
1. Bill came to see the doctor before noon.			
2. Bill feels hungry.			
3. Bill went to his sister's wedding.			
4. Bill likes to eat cake a lot.			
5. Bill's parents went with him to the reception.			
6. Bill ate a few helpings of chicken.			
7. For dessert there was cherry pie.			
8. Bill felt sick when he ate the ice cream.			

17. Откройте в конце пособия текст аудиозаписи и прочитайте его:

- а) подчеркните ту информацию, которая помогла вам ответить на вопросы;
б) поставьте номер вопроса рядом с той информацией, которая к нему относится.

 (1.17)


18. Вы услышите, как Мелисса описывает свои впечатления от просмотра к/ф «Титаник». Определите, какое из приведенных утверждений (1–8) соответствует/не соответствует прослушанному, а по каким утверждениям в диалоге нет информации. Отметьте правильный ответ в таблице. Если утверждение неверное, исправьте его. Вы услышите запись дважды.

	True	False	No info
1. Melissa saw <i>Titanic</i> in winter.			
2. Melissa's boyfriend is a soldier.			
3. She went to see the movie with three other people.			
4. Melissa's cousin liked the movie as much as she did.			
5. Melissa thinks the actors were good because they made people cry.			
6. She read many critical reviews of <i>Titanic</i> .			
7. She thinks supporting actors were not too good.			
8. Melissa has never seen a better movie than <i>Titanic</i> .			
9. Melissa has already seen the movie more than once.			
10. The author advises you to go and see <i>Titanic</i> .			

19. Откройте в конце пособия текст аудиозаписи и прочитайте его:


- а) подчеркните ту информацию, которая помогла вам ответить на вопросы;
б) поставьте номер вопроса рядом с той информацией, которая к нему относится.

Отрицательные предложения и утвердительные предложения с отрицательным смыслом

 (1.18)

Вы услышите шесть предложений с отрицательным смыслом. Определите, верны ли приведенные ниже утверждения (1–6). Отметьте правильный ответ в таблице. Вы услышите каждое предложение дважды.

	True	False
1. Susan is disappointed with her tests results.		
2. She can't swim very well.		
3. Tom's parents were too poor to pay for his studies.		
4. She enjoys her work a lot.		
5. I have eaten much for my breakfast.		
6. I can speak German to all.		

 (1.19)

Вы услышите шесть предложений с отрицательным смыслом. Определите, верны ли приведенные ниже утверждения (1–6). Отметьте правильный ответ в таблице. Вы услышите каждое предложение дважды.

	True	False
1. Ann is not very pretty.		
2. Peter didn't do what his teacher wanted him to.		
3. We can't have a longer conversation now.		
4. We liked his performance.		
5. Even when everybody arrived there still were a lot of empty seats.		
6. We have scarcely any bread left.		

Сравнения

7

Перефразируйте приведенные предложения (1–6) так, чтобы смысл высказывания остался прежним, но новые предложения начинались с данных слов. В некоторых случаях возможны несколько вариантов.

- The yellow apples are less expensive than the red ones.
The yellow apples _____
- They arrived too late to get a good seat.
They _____
- It is the best movie I have ever seen.
I _____
- I wasn't able to do it as quickly as you.
I did _____
- I don't cook as well as my mother.
My mother _____
- Don't you have a better record?
Is _____

8

Перефразируйте приведенные предложения (1–6) так, чтобы смысл высказывания остался прежним, но новые предложения начинались с данных слов. В некоторых случаях возможны несколько вариантов.

- My father couldn't afford to buy the car.
The car _____
- If you work carefully, you won't make so many mistakes.
The _____
- My car is cheaper than the others.
Mine _____
- You studied too little to pass the test.
You _____
- It'll take me at least twenty minutes to finish the letter.
I won't _____
- This task isn't much easier than the next one.
The next _____

9 (1.20)

Вы услышите шесть предложений, где проводится сравнение. Определите, соответствуют ли приведенные ниже предложения (1–6) прослушанному. Отметьте правильный ответ в таблице. Вы услышите каждое предложение дважды.

	True	False
1. I usually buy more books.		
2. I earned less in my previous job.		
3. They are not as happy as they used to be.		
4. We expected it to be easier.		
5. John is heavier than Mike.		
6. My brother is among the worst footballers in the club.		

10 (1.21)

Вы услышите шесть предложений, где проводится сравнение. Определите, соответствуют ли приведенные ниже предложения (1–6) прослушанному. Отметьте правильный ответ в таблице. Вы услышите каждое предложение дважды.

	True	False
1. Eve's hair was about the same length as mine.		
2. I don't like it as much as before.		
3. More children were born last year.		
4. I learned more yesterday.		
5. My grandpa smokes a little more than before.		
6. I failed the history exam.		

Понимание мнения автора

11 (1.22)

a. Вы услышите три коротких высказывания. После прослушивания каждого определите, высказывает ли автор положительное (+) или отрицательное (-) мнение. Вы услышите каждую запись дважды.

- + —
- + —
- + —

b. Подтвердите правильность своего ответа, подчеркнув в тексте аудиозаписи в конце пособия слова и выражения, которые помогли вам найти ответ.

Задания экзаменационного типа

12 (1.23) 

Прочитайте приведенные утверждения (1–8). Вы услышите отрывок из программы новостей. Определите, соответствуют ли данные утверждения (1–8) прослушанному. Отметьте правильный ответ в таблице. Вы услышите запись дважды.

	True	False
1. Two people were kidnapped in Yemen.		
2. They visited historical sites in the western Marib region.		
3. They were businessmen working in the French embassy.		
4. The French embassy asked the Yemeni authorities for help.		
5. The couple were kidnapped when they were saying their prayers.		
6. Yemeni tribesmen often kidnap foreigners.		
7. Last December forty Western tourists were killed in Yemen.		
8. The text presents the political situation in Yemen.		

13 (1.24) 

Прочитайте приведенные утверждения (1–10). Вы услышите, как Лори Маркер описывает, свою встречу с гепардами. Определите, соответствуют ли данные утверждения (1–10) прослушанному, а по каким утверждениям в высказывании нет информации. Отметьте правильный ответ в таблице. Вы услышите запись дважды.

	True	False	No info
1. Laurie was trained to help animals.			
2. Laurie was frightened when she saw a running cheetah for the first time.			
3. A cheetah has better acceleration than any sports car.			
4. A cheetah's body is not built for long fast runs.			
5. Sometimes cheetahs communicate using bird-like noises.			
6. Laurie took home two little cheetahs.			
7. Laurie's dog didn't mind the cheetah.			
8. Laurie would like to release her cheetah into the wild.			
9. Cheetahs hardly ever hunt in the morning.			
10. The text indicates that Laurie is in favour of taming more cheetahs.			

Задания на множественный выбор (Multiple Choice)


В этом разделе вы узнаете:

- как наиболее эффективно выполнить задание на множественный выбор;
- как отбросить неверные варианты.

Ключ к успеху

- Перед тем как прослушать запись, прочитайте только вопросы в задании, без предложенных вариантов ответа. Однако запомните, что эта стратегия не всегда может быть полезной, особенно если вопрос состоит из одного или нескольких слов, не образующих полного предложения. В этом случае прочитайте вопросы вместе с предложенными вариантами ответов.
- Когда прослушивание началось, прекратите чтение вопросов, а сконцентрируйтесь на понимании аудиозаписи. Помните, что во всех заданиях на множественный выбор порядок вопросов соответствует тому порядку, в каком информация появляется в тексте.
- Во время прослушивания в первый раз отметьте возможные варианты ответа. Затем, перед вторым прослушиванием, внимательно прочитайте предложенные варианты ответа и выберите тот, который, по вашему мнению, подходит более других.
- Так как и правильные, и неправильные варианты могут включать слова и выражения из текста аудиозаписи, обращайтесь внимание на контекст. Те варианты ответа, которые в аудиозаписи имеют контекст, отличный от того, который они имеют в вопросе, – неверные.
- Будьте осторожны с теми вариантами ответа, в которых встречаются те же слова и фразы, что звучат в записи. Часто это неверные варианты. Помните, что правильные ответы должны, прежде всего, включать ту же информацию, что и запись, но это отнюдь не означает, что информация эта передается одними и теми же словами.
- Помните, что правильный ответ не обязательно должен включать всю ту информацию, которая звучит в записи (особые слова, фразы или цифры). Иногда это только предполагается, и вам нужно сделать определенный вывод на основе другой информации. Если в тексте аудиозаписи звучат условные предложения, ответ на вопрос, проверяющий понимание, только предполагается в тексте аудиозаписи.
- Иногда вопросы касаются высказанных мнений, намерений автора или контекста ситуации. Отвечая на них, следует обращать внимание не только на отдельные выражения, но на более длинные куски или текст в целом.
- Во время второго прослушивания проверьте выбранные ответы и обратите внимание на ту информацию, которую вы пропустили во время первого прослушивания.
- Не оставляйте ни один вопрос без ответа. Даже если после второго прослушивания вы все еще не уверены, какой ответ выбрать, попытайтесь догадаться. Вероятность правильного ответа 25%!

Чтение вопросов задания

 (1.25, 1.26)



a. Вы услышите разговор миссис Фелайн с продавцом. После прослушивания закончите данные ниже предложения (1–5). Вы услышите запись только один раз.


1. Mrs Feline brought the book back because _____
2. Mrs Feline was looking for a book _____
3. The assistant remembered _____
4. In the end Mrs Feline _____
5. The conversation takes place in _____

b. Прочитайте вопросы (1–5) и выберите правильный ответ из предложенных вариантов (a–d). Затем прослушайте запись еще раз и проверьте свои ответы. Вы услышите запись только один раз.

1. Mrs Feline brought the book back because
 - a) she had already read it.
 - b) she didn't like it.
 - c) she never wanted to buy it.
 - d) it was too expensive.
2. Mrs Feline was looking for a book
 - a) on cat behaviour.
 - b) on cat care.
 - c) on famous cats.
 - d) with pictures of cats.
3. The assistant remembered _____

- a) seeing Mrs Feline last week.
 - b) selling Mrs Feline a book.
 - c) selling Mrs Feline a cat album.
 - d) talking to Mrs Feline last week.
4. In the end Mrs Feline
- a) didn't return the book.
 - b) returned the book.
 - c) got her money back.
 - d) bought a different book.
5. The conversation takes place in
- a) a bank.
 - b) a bookstore.
 - c) a library.
 - d) a pet shop.
4. Earlier in the day, Milwaukee and Chicago will be hit by
- a) another heat wave.
 - b) pleasant morning showers.
 - c) very low humidity.
 - d) violent storms.
5. In the latter part of the day, eastern New England can expect
- a) foggy weather.
 - b) much sunshine.
 - c) rain from time to time.
 - d) very poor visibility.

Определение правильного ответа на базе контекста

 (1.27, 1.28)




а. Вы услышите прогноз погоды для территории США. После прослушивания закончите данные ниже предложения (1–5). Вы услышите запись только один раз.

1. The meteorologist calls the weekend deadly because
2. People are advised NOT to _____
3. Lower temperatures are expected only for _____
4. Earlier in the day, Milwaukee and Chicago will be hit by _____
5. In the latter part of the day, eastern New England can expect _____

б. Прочитайте вопросы (1–5) и выберите правильный ответ из предложенных вариантов (a–d). Затем прослушайте запись еще раз и проверьте свои ответы. Вы услышите запись только один раз.

1. The meteorologist calls the weekend deadly because
 - a) more than ten people died because of hot weather.
 - b) he can't bear the humidity.
 - c) his mother visited him.
 - d) he wasn't able to rest in the country.
2. People are advised NOT to
 - a) drink plenty of water.
 - b) forget about their pets.
 - c) stay in air-conditioned rooms.
 - d) take special care of the elderly.
3. Lower temperatures are expected only for
 - a) the Gulf Coast.
 - b) the High Plains.
 - c) the Ohio Valley.
 - d) the Upper Midwest.

 (1.29, 1.30)



а. Вы услышите три фрагмента. Отметьте те слова и выражения (a–d), которые вы услышите в записи. Вы услышите запись только один раз.

1.
 - a) Exeter
 - b) Edinburgh
 - c) Leeds
 - d) Scotland
2.
 - a) Arabs
 - b) Egyptians
 - c) people of Cairo
 - d) an earthquake
3.
 - a) bread
 - b) cake
 - c) fish
 - d) sandwiches

б. Прочитайте вопросы (1–3) и прослушайте запись еще раз. Сравните контекст, в котором вы слышали слова и выражения из части а), с контекстом вопросов, выберите правильный ответ из предложенных вариантов (a–d). Вы услышите запись только один раз.

1. My father was born in
 - a) Exeter.
 - b) Edinburgh.
 - c) Leeds.
 - d) Scotland.
2. Memphis was ruined by
 - a) the Arabs.
 - b) the Egyptians.
 - c) the people of Cairo.
 - d) an earthquake.
3. For her lunch, my grandma eats
 - a) bread.
 - b) cake.
 - c) fish.
 - d) sandwiches.

4 (1.31, 1.32)



а. Вы услышите четыре фрагмента различных высказываний. Отметьте те слова и выражения (a–d), которые вы услышите в записи. Вы услышите запись только один раз.

1. a) Brighton
b) Colchester
c) Manchester
d) London
2. a) dry
b) rainy
c) cold
d) windy
3. a) large
b) extra-large
c) tiny
d) too-small
4. a) 10,000
b) 65,000
c) 650,000
d) 5,550,000

б. Прочитайте вопросы (1–3) и прослушайте запись еще раз. Сравните контекст, в котором вы услышали слова и выражения из части а), с контекстом вопросов и выберите правильный ответ из предложенных вариантов (a–d). Вы услышите запись только один раз.

1. He was born in
a) Brighton.
b) Colchester.
c) Manchester.
d) London.
2. Winters are
a) dry.
b) rainy.
c) cold.
d) windy.
3. Chaplin's tramp had
a) a large coat.
b) an extra-large cane.
c) a tiny moustache.
d) too-small trousers.
4. In the early 1760s there were about French
living in New France.
a) 10,000
b) 65,000
c) 650,000
d) 5,550,000

Различие между созвучными вариантами ответа

5 (1.33)

а. Вы услышите четыре предложения. После каждого предложения выберите тот вариант ответа (a–d), который соответствует услышанной информации. Вы услышите каждое предложение дважды.

1. a) I forgot to bring the announcement to the meeting.
b) I forgot to tell Ann about the meeting.
c) I didn't tell them about the meeting.
d) The staff met before I forgot.
2. a) I found my car in the park.
b) I went to the park in my car.
c) It was impossible to go to the park by car.
d) The parking lots were full.
3. a) I am happy to play chess with you.
b) I'll accept the play you recommend.
c) I have seen the play you chose.
d) Let's see how happily he plays.
4. a) The morning weather in the port is bad.
b) The local news is always about the port.
c) The news comes before the weather report.
d) I always follow the morning weather report.

б. Прочитайте текст аудиозаписи в конце пособия. Отметьте в тексте, какие части неверных ответов созвучны прослушанным предложениям, но не содержат ту же информацию.

6 (1.34)

а. Вы услышите четыре предложения о Петре. После каждого предложения выберите тот вариант ответа (a–d), который соответствует услышанной информации. Вы услышите каждое предложение дважды.

1. a) Peter asked my mother and father to call him up.
b) My mother and father would like Peter to call.
c) Peter promised to phone my parents.
d) My father got up and called my mother and Peter.
2. a) Peter hasn't made any phone calls for ages.
b) Peter hasn't phoned my parents for ages.
c) Peter's parents haven't phoned him recently.
d) Peter hasn't called his mum and dad for a long time.
3. a) Peter should get his car repaired.
b) His car mechanic has left for the day.
c) His car has been left with the mechanic.
d) The mechanic should leave him in the car.

4. a) Peter pointed to the manager of the company.
- b) Peter had an appointment with the manager of the company.
- c) Peter received a new position a year ago.
- d) The manager of the company pointed to Peter.

в. Прочитайте текст аудиозаписи в конце пособия. Отметьте в тексте, какие части неверных ответов созвучны прослушанным предложениям, но не содержат ту же информацию.

Условные предложения

7 (1.35)

Вы услышите четыре условных предложения. После каждого предложения выберите тот вариант ответа (а-с), который соответствует услышанной информации. Вы услышите каждое предложение дважды.

1. a) Mary is not very busy.
- b) Mary has a lot of work to do.
- c) Mary will have lunch with us.
2. a) The shirt is too big.
- b) The shirt is too small.
- c) I am not going to buy this shirt.
3. a) I won't stay at home if Mike stays.
- b) I will certainly stay at home.
- c) Perhaps I will stay at home.
4. a) The train to Exeter leaves at 10.15.
- b) We will miss the train.
- c) We don't have to hurry.

8 (1.36)

Вы услышите четыре условных предложения. После каждого предложения выберите тот вариант ответа (а-с), который НЕ соответствует услышанной информации. Вы услышите каждое предложение дважды.

1. a) I knew they were coming.
- b) I didn't know they were coming.
- c) I didn't buy more food.
2. a) I am not a very good driver.
- b) I'm not sure I should go there by car.
- c) I am a better driver than you.
3. a) Ann invited few people.
- b) She has to buy a new carpet.
- c) Ann organised a big party.
4. a) Paul wrote to his parents.
- b) Paul doesn't often write to his parents.
- c) Paul still has a lot of money.

Определение ответа, который предполагается текстом аудиозаписи

9 (2.1)

а. Вы услышите четыре высказывания. После прослушивания каждого отрывка выберите то предложение (а-д), которое соответствует услышанной информации. Вы услышите каждое высказывание дважды.

1. a) I bought a book last week.
- b) I don't like Greek food anymore.
- c) I didn't have lunch at *Hellada* last week.
- d) I will be having dinner at *Hellada* today.
2. Peter probably
 - a) doesn't like his company's retirement plan.
 - b) is going to ask for a pay rise.
 - c) doesn't have the right skills for his job.
 - d) plans to quit his job.
3. What is true about the situation?
 - a) Fewer people come to the centre since they built the cinemas.
 - b) The cinemas were expected to improve business.
 - c) The cinemas will close after a year.
 - d) Someone else is going to buy the cinemas.
4. When I went to look for Tim, I met
 - a) two people.
 - b) three people.
 - c) four people.
 - d) five people.

в. Прочитайте текст аудиозаписи в конце книги. Отметьте те фрагменты текста, которые помогли вам выбрать правильный ответ.

Понимание намерений и мнения автора

10 (2.2)


а. Вы услышите отрывок из местной программы новостей. После прослушивания выберите тот ответ (а-с), который лучше всего выражает мнение и намерения автора. Вы услышите запись дважды.

1. It seems that the author
 - a) never liked the local train.
 - b) thinks the train polluted the air.
 - c) seems sorry to see the train service stop.
2. The author implies that
 - a) farmers should be more health conscious.
 - b) farmers are an important part of society.
 - c) farmers should learn more about economics.

3. The author is of the opinion that
- Hollywood always presents a picture of America that is better than reality.
 - real America is football games and glitter.
 - only ordinary people could say what America is like.
4. It seems that the author himself
- lives in a city.
 - lives in a small town.
 - is a news reporter of a major national agency.

3. Прочитайте текст аудиозаписи в конце книги и отметьте те места в тексте, которые помогли вам понять мнение и намерения автора.

Задания экзаменационного типа


 (2.3)

Прочитайте приведенные ниже предложения (1–7). Вы услышите беседу о шоколаде. После прослушивания записи выберите ответ из предложенных (a–d), который соответствует услышанной информации. Вы услышите запись дважды.

- The word cocoa means
 - bad juice.
 - better juice.
 - bitter juice.
 - bird juice.
- The cocoa trees grow best in areas with _____ climate.
 - cool and wet
 - hot and dry
 - warm and dry
 - warm and wet
- The cocoa tree can grow higher than
 - 5 metres.
 - 10 metres.
 - 20 metres.
 - 40 metres.
- Botanists think that the cocoa tree comes from
 - Central Africa.
 - Central America.
 - South Africa.
 - South America.
- Cocoa was brought to Europe in the
 - fourteenth century.
 - fifteenth century.
 - sixteenth century.
 - seventeenth century.
- _____ is NOT included among the chocolate-loving countries.
 - Belgium
 - France

- Norway
- the United States

7. The main subject of the recording
- is showing the importance of cocoa in history.
 - are chocolate-loving countries.
 - are facts connected with chocolate.
 - are hints on planting cocoa trees.

 (2.4)

Прочитайте приведенные ниже предложения (1–6). Вы услышите отрывок из новостной радиопрограммы. После прослушивания записи выберите ответ из предложенных (a–d), который соответствует услышанной информации. Вы услышите запись дважды.

- Over the past 24 hours eastern North Carolina received
 - less than 5 inches of rain.
 - at least 5 inches of rain.
 - not less than 8 inches of rain.
 - more than 8 inches of rain.
- It has been decided that from January
 - Congressmen will be getting higher salaries.
 - neither the President nor the Congressmen will be getting salaries.
 - President Clinton will be getting a higher salary.
 - Presidents will stop getting high salaries.
- The wildfires in California
 - are prayed for by the Benedictine monks.
 - are still dangerous.
 - have been stopped by poor humidity.
 - have been stopped thanks to the prayers of the Benedictine monks.
- In the 1993 shooting massacre
 - 8 people were killed or wounded.
 - 14 people were killed or wounded.
 - 60 people were killed or wounded.
 - 86 people were killed or wounded.
- The Russians won't be ready for talks with Chechnya
 - before the Russian planes finish bombing the rebel region.
 - if Putin doesn't order a full scale land attack.
 - until it condemns terrorism.
 - if it stops supporting terrorism.
- The court
 - agreed to have the trial moved to Bronx in New York.
 - dismissed the trial.
 - had the trial moved out of New York.
 - rejected the requests of the policemen.

Задания на множественные соответствия (Multiple Matching)

В этом разделе вы узнаете:

- как эффективно слушать аудиозапись при выполнении такого типа заданий;
- на что следует обращать внимание при выполнении подобных заданий.

Ключ к успеху

- Прежде чем приступить к прослушиванию, внимательно прочитайте инструкцию и разберитесь, что требуется в задании.
- Если в задании требуется определить, кто говорит, либо к кому обращена речь, либо место, где происходит беседа, во время прослушивания обращайте внимание на слова и выражения, характерные для данного места, либо данной личности.
- Если в задании требуется определить, к какому типу текстов принадлежат прослушанные отрывки, обратите внимание на выражения и обороты, характерные для данного типа текста. (Например, *Can I speak to...* – выражение, характерное для телефонного разговора.) Часто достаточно услышать 1–2 выражения, чтобы правильно выполнить задание.
- Если в задании требуется соотнести заголовки, подзаголовки или предложения, которые подводят итог текста или его части, то, прослушав каждую часть, попробуйте кратко сформулировать главную мысль прослушанного. Это поможет быстрее подобрать заголовок/подзаголовок/итоговое предложение к данной части аудиозаписи. Помните, что заголовок, подзаголовок и т.д. должен выражать краткое содержание или формулировать главную мысль фрагмента, но излагает это другими словами, не копируя аудиотекст.
- Задания подобного типа могут также заключаться в определении стиля прослушанного текста. В этом случае обратите особое внимание на лексику и грамматические структуры, употребленные в записи. Чем больше сложной, 'книжной' лексики и сложных грамматических структур употребляет говорящий, тем более официален, формален стиль текста.
- Вы можете начать отмечать ответы во время прослушивания, но, если это отвлекает внимание, лучше сконцентрироваться на прослушивании и запоминании содержания записи.
- После первого прослушивания постарайтесь отметить (проверить) ответы, а во время второго прослушивания сконцентрируйтесь на той информации, которую вы пропустили/не поняли в первый раз.
- После повторного прослушивания заполните лист с ответами и еще раз проверьте правильность ответов. Не оставляйте ни одного вопроса без ответа. Даже если вы не уверены в ответе, попробуйте догадаться.

Определение говорящего/того, к кому обращаются/места, где происходит общение


1 (2.5) 

a. Вы услышите пять предложений. После прослушивания каждого определите, кому из перечисленных ниже людей (a–g) оно принадлежит. Две профессии лишние. Вы услышите каждое предложение дважды.

- | | |
|----------------------------|------------------|
| a) a car mechanic | e) a taxi driver |
| b) a flower-shop assistant | f) a teacher |
| c) a hairdresser | g) a waiter |
| d) a shop assistant | |

- | | |
|----|-------|
| 1. | 4. |
| 2. | 5. |
| 3. | _____ |

b. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти ответ.

2 (2.6) 

a. Вы услышите пять мини-диалогов. После прослушивания каждого, определите, в каком из перечисленных ниже мест (a–g) он происходит. Два места из списка лишние. Вы услышите каждый диалог дважды.

- | | |
|------------------|--------------------|
| a) in a bookshop | e) at a hospital |
| b) on a train | f) in a library |
| c) in class | g) in a restaurant |
| d) in a garden | |

- | | |
|----|-------|
| 1. | 4. |
| 2. | 5. |
| 3. | _____ |

b. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти ответ.

3 (2.7)

а. Вы услышите два отрывка из монологических высказываний (А–В). После прослушивания ответьте на вопросы (1–3). Вы услышите каждый отрывок дважды.

	A	B
1. Кто говорит?		
2. К кому он обращается?		
3. В каком месте находятся говорящий и слушатели?		

б. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти ответ.

Типы текстов

4 (2.8)

а. Вы услышите четыре фрагмента, в каждом из которых представлен определенный тип текста (жанр). После прослушивания каждого определите, к какому из перечисленных типов текста (жанров) (а–h) они относятся. Два типа текста (жанра) лишние. Вы услышите каждый фрагмент дважды.

- a) information about the radio schedule
- b) instruction
- c) announcement
- d) cooking advice
- e) advertisement
- f) telephone conversation
- g) interview
- h) weather forecast

- | | | |
|----|----|----|
| 1. | 3. | 5. |
| 2. | 4. | 6. |

б. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти ответ.

5 (2.9)

а. Вы услышите четыре фрагмента, представляющие собой различные типы текстов. После прослушивания каждого выберите, к какому из типов текстов, перечисленных ниже (а–g), они принадлежат. Два типа текстов лишние. Вы услышите каждый фрагмент дважды.

- | | | |
|----------|----------|----|
| 1. | 3. | 5. |
| 2. _____ | 4. _____ | |

- | | |
|-------------------------------------|------------------|
| a) debate | d) speech |
| b) instruction | e) advertisement |
| c) message on the answering machine | f) recollections |
| | g) lecture |

б. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти ответ.

Выбор правильного заголовка и предложения, выражающего основное содержание

6 (2.10)

а. Вы услышите три совета владельцам кошек. После прослушивания каждого выберите предложение из предложенных ниже (а–с), выражающее основное содержание каждого совета. Вы услышите каждый отрывок дважды.

1. a) People love their pets.
b) People shouldn't give their pets too much food.
c) Pets should eat only healthy food.
2. a) Cats are sometimes jealous.
b) Cats like company of other cats.
c) Cats like to play.
3. a) Canned food is good for your cat.
b) Fresh food is necessary for your cat.
c) Vegetables are very important in your cat's diet.

б. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти ответ.

7 (2.11)

а. Вы услышите три фрагмента из программы новостей. Соотнесите предложенные заголовки (а–d) с содержанием каждого фрагмента. Один заголовок лишний. Вы услышите каждый фрагмент дважды.

- a) Jews Attacked by Palestinians
- b) Palestinian Mass Meeting Alerts Authorities
- c) Palestinians Attack Jewish Buildings in New York
- d) Search for Missing Victims Continues

1. _____
- 2.
- 3.

б. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти ответ.

Соотнесение заголовков с содержанием прослушанного

8 (2.12)

а. Вы услышите два фрагмента из программы новостей. После прослушивания каждого соотнесите его содержание с предложенными заголовками (а-с) и выберите правильный. Вы услышите каждый фрагмент дважды.

- Santa Claus fashion
 - Santa Claus school
 - Student employment at Christmas
- A pet becomes a millionaire
 - Bright future for some pets
 - Pets change their names

б. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти его.

9 (2.13)

а. Вы услышите фрагмент из программы новостей. После прослушивания соотнесите его содержание с предложенными заголовками (а-с) и выберите тот из них, который лучше других выражает содержание прослушанного отрывка. Вы услышите запись дважды.

- British students made happy by Microsoft
- Cambridge chance for bright international students
- Gates makes money at Cambridge
- Generous scholarships for international leaders
- Microsoft makes Cambridge rich

б. Объясните, почему два других ответа являются неправильными. Вы можете использовать текст аудиозаписи в конце книги.

Определение стиля

10 (2.14)

Вы услышите пять пар предложений. Определите, какое из предложений в каждой паре (а-б) подходит для разговора с перечисленными ниже людьми (1-5). Вы услышите каждую пару предложений дважды.

- | | | | |
|----------------|-------|----------------|-------|
| 1. a friend | _____ | 4. your sister | _____ |
| 2. a passer-by | _____ | 5. a policeman | _____ |
| 3. a waiter | _____ | | |

11 (2.15)

а. Вы услышите четыре фрагмента, где использованы различные стили языка. Соотнесите каждый фрагмент со стилями (а-д). Вы услышите каждый фрагмент дважды.

- | | |
|-------------|----------|
| a) gossipy | 1. _____ |
| b) informal | 2. _____ |
| c) formal | 3. _____ |
| d) academic | 4. _____ |

б. Докажите правильность своего ответа, подчеркнув в тексте аудиозаписи те слова и выражения, которые помогли вам найти его.

Задания экзаменационного типа

12 (2.16)

Прочитайте информацию о пяти людях, которые хотят учиться в Великобритании. Вы услышите рекламу четырех языковых школ (а-д). Соотнесите рекламу с перечисленными ниже людьми (1-5). Для одного человека нет подходящей языковой школы. Вы услышите запись дважды.

- Michał – is a beginner; needs private lessons without paying extra; doesn't want to share a room.
- Juliette – is interested in drama; wants to live with a British family.
- Johann – wants not only to learn but also to practise sports; doesn't want to live alone.
- Olga – wants to stay in the countryside; wants to live with a British family.
- Pietro – wants to become an interpreter; doesn't want to live with a family.

- Michał _____
- Juliette _____
- Johann _____
- Olga _____
- Pietro _____

13 (2.17)

Прочитайте пять предложений (а-ф), в которых обобщается то, что пять человек сказали о значении слов 'Britain' и 'British'. Соотнесите предложения с говорящими. Одно предложение лишнее. Вы услышите запись дважды.

- The UK should continue as a whole.
- Britain should be divided.
- I am British, not English.
- For many *British* means the same as *English*.
- You become British by birth.
- It is offensive to call somebody British.

Speaker 1 – Richard

Speaker 2 – Stephanie _____

Speaker 3 – John

Speaker 4 – Margaret

Speaker 5 – Paul _____


Расположение событий или информации в определенном порядке (Sequencing)

- ☞ как эффективно слушать аудиозапись, чтобы выполнить задание по расположению событий или информации в правильном порядке;
- ☞ на что обратить особое внимание при выполнении такого рода заданий.

Ключ к успеху

- ☞ Перед первым прослушиванием аудиозаписи внимательно прочитайте инструкцию и поймите, что требуется:
 - ✓ расставить данную в задании информацию в том порядке, в каком она появляется в аудиозаписи – тогда сконцентрируйтесь на понимании информации и не обращайтесь внимания на причинно-следственные связи между отдельными частями аудиотекста;
 - ✓ расположить события в хронологическом порядке – тогда нужно обратить особое внимание на предлоги, обозначающие порядок действий. Чаще всего это:
after, afterwards, (and) then, before, earlier, for, later, since, whenever, as long as, as soon as, by the time, once, (not) until.
- ☞ Помните, что если какое-то событие появляется в аудиозаписи позже остальных, это не значит, что оно действительно произошло позже, чем упомянутые ранее.
- ☞ Внимательно прочитайте задание. Если оно касается темы, связанной с определенной областью знаний (например, истории, биологии, литературы), попытайтесь воспользоваться своими знаниями по данному предмету, чтобы попытаться предугадать о чем пойдет речь в аудиозаписи. Можете даже попробовать расположить события в логической последовательности до прослушивания. Но в то же время помните, что то, что вы услышите, может и не соответствовать вашей догадке.
- ☞ Внимательно прослушайте запись и отметьте ответы. Можно отмечать ответы и в процессе прослушивания, но если это вас отвлекает, сконцентрируйтесь на прослушивании и запоминании услышанного.
- ☞ После первого прослушивания отметьте (проверьте) свои ответы, а во время второго прослушивания – сконцентрируйтесь на той информации, которую вы пропустили/не поняли в первый раз.
- ☞ Если после второго прослушивания все еще нет уверенности относительно порядка событий, попробуйте догадаться. Не оставляйте задания без ответа.

Соотнесение событий/ информации с порядком их появления в записи

 (2.18)

Вы услышите короткую информацию о карьере Сайниды О'Коннор. Расположите события, приведенные ниже, в том порядке, в каком они появляются в аудиозаписи. Вы услышите запись дважды.

Her record sells millions of copies.

Her song reaches no. 1 in the charts.

Her single reaches no. 17 in the charts. _____ 4

She leaves Dublin.


She plays in a movie.

She sings with Sting. _____

She sings at her teacher's wedding.

She records her first album.

She records her second album.

 (2.19)

Вы услышите фрагмент радиопрограммы об индийской кухне. Расположите следующие инструкции в соответствии с тем, как они появляются в аудиозаписи. Вы услышите запись дважды.

Prepare all the ingredients.

Notice the changed colour.

Increase the heat to evaporate all the water. _____

Add the garlic.

Add the onions.

Add anything you like to the ready sauce. _____

Mix all well and add all the other spices.

Add the tomato puree.

Fry for about 7 minutes. _____


Add the water and stir quickly.

Cover and simmer for 5-10 minutes.

Heat the butter or corn oil. _____

Reduce the heat.

Расположение событий в хронологическом порядке

 (2.20)



а. Вы услышите разговор между Майком и его другом. Расположите приведенные ниже предложения в хронологическом порядке. Вы услышите запись дважды.

Mike has a history test.

Mike watches a movie. _____

Mike gets up.


Mike leaves for school. _____

Mike calls Peter.

Mike goes shopping.

Mike meets Sue in the street.

б. Прочитайте текст аудиозаписи в конце книги и подчеркните предложения, которые помогли вам определить хронологический порядок событий.

 (2.21)



а. Вы услышите фрагмент рассказа о покупке машины. Расположите приведенные ниже предложения в хронологическом порядке. Вы услышите запись дважды.

A driver asks us a question. _____

I have a trial drive.

I start driving against the traffic. _____

We arrive in Spain.

We fill up. _____

We get a call from the sales office.

We go to a garage. 7

We return to the garage.


We sell our car. _____

We sign the papers.

My wife and I go to buy the car. _____


б. Прочитайте текст аудиозаписи в конце книги и подчеркните предложения, которые помогли вам определить хронологический порядок событий.

Установление последовательности действий

 (2.22)

Вы услышите шесть предложений. Определите, какое из приведенных ниже предложений (а–б) ближе по смыслу тому, которое вы услышали. Вы услышите каждое предложение дважды.

- a) We called our parents first.
b) We arrived home first.
- a) Fill in the application after you receive the results.
b) Fill in the application before you receive the results.
- a) Call your boss before you leave the office.
b) Call your boss after you leave the office.
- a) First I bought the book.
b) First I read the book.
- a) First they saw the man.
b) First they talked about the man.
- a) I finished dinner first.
b) They ate all the biscuits first.

 (2.23)

Вы услышите семь предложений. Определите, какое из приведенных ниже предложений (а–б) ближе по смыслу тому, которое вы услышали. Вы услышите каждое предложение дважды.

- a) We should talk about Sue after my mother leaves.
b) We should talk about Sue before my mother leaves.
- a) She was in bed when the telephone started ringing.
b) She was in bed when the telephone stopped ringing.
- a) She left before checking if anyone was in the room.
b) She left only when she was sure no one was in the room.
- a) She started to stare at him first.
b) He opened his eyes first.
- a) When she saw the police, she knew that he was the thief.
b) As soon as she saw the thief, she knew what to do.
- a) The boss will arrive first.
b) The proposal will be accepted first.
- a) The plane was cancelled after she arrived at the airport.
b) The plane was cancelled before she arrived at the airport.

Использование общих знаний

7 (2.24)



а. Приведенные ниже предложения описывают основные этапы строительства дома. Используя общие знания, расположите эти этапы в хронологическом порядке.

The inside walls are built. _____

The electrical and water systems are installed.

The piece of land is selected.

The basement is built. _____

You can move in.

The roof is put on.

The foundations are laid. _____ 3

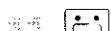
The house is painted.

The building plans are prepared.

The outer walls are built. _____

б. Вы услышите описание основных этапов строительства дома. Проверьте, насколько правильно вы выполнили задание из упражнения 7 а. Вы услышите запись дважды.

8 (2.25)



а. Предложения, приведенные ниже, касаются важных событий в истории Мальты. Используя свои знания по истории, расположите эту информацию в хронологическом порядке.

Malta became a British colony.

Stone Age men settled on Malta. _____

Malta was conquered by the Phoenicians.

Malta was attacked by the Turks.

St Paul landed on Malta. _____

Normans expelled the Arabs. _____

Malta became an independent country.

Malta was given to the Knights of St John. _____

The French arrived in Malta. _____

б. Вы услышите очень краткую историю Мальты. Проверьте правильность своих ответов в упражнении 8а. Вы услышите запись дважды.

Задания экзаменационного типа

9 (2.26)



Внимательно прочитайте приведенные ниже предложения. Вы услышите разговор между Томом и Алисой. Расположите данные события в хронологическом порядке.

He couldn't find his wallet.

He drove to the drycleaner's. _____

He left the car unlocked.

He paid for the goods.

He put his wallet on top of the shopping trolley. _____

Tom went shopping at the local supermarket.

He went to the greengrocer's.

10 (2.27)



Внимательно прочитайте приведенные ниже предложения. Вы услышите рассказ о жизни великого композитора В.-А. Моцарта. Расположите данные события в хронологическом порядке.

Mozart composes his first opera.

Mozart composes his *Don Giovanni*.

Mozart composes *Eine kleine Nachtmusik*. _____

Mozart and his sister start performing.

Mozart leaves the service of the Archbishop of Salzburg.

Mozart plays for the Pope. _____

Mozart is born in 1756.

Mozart writes a mass for the dead.

Mozart gets married. _____

Общие замечания

В этом разделе вы узнаете:

- где в тексте найти подсказки, которые помогут вам выполнить упражнения
- как использовать различные приемы работы с незнакомыми словами, которые могут представлять трудности;
- как учитывать особенности разных типов текстов при выполнении экзаменационных заданий.



Общее понимание текста

Выполняя экзаменационное задание, используйте подсказки в структуре текста. Например, заголовок обычно помогает определить основную идею текста, а ключевые предложения каждого абзаца содержат их краткое содержание и помогают определить ход мыслей автора. Использование этих приемов поможет вам выполнить задание.

Текст, данный ниже, является частью обычного экзаменационного задания. В рамках представлены характерные особенности такого задания. Поставьте номера соответствующих типов текстов, перечисленных в данном упражнении, напротив тех рекомендаций в рамках, которые наиболее полезны при работе с этими текстами. Каждая рекомендация может относиться к нескольким типам текстов.

1. **тест на установление соответствия приведенных утверждений прочитанному тексту (True/False)**
– решите, согласуется ли данное предложение с информацией в тексте.
2. **тест на множественный выбор из предложенных вариантов (Multiple choice)**
– из четырех возможных ответов вы выбираете тот, который наиболее точно выражает основную идею текста или его отрывка.
3. **тест на заполнение пропусков (Gap filling)**
– заполните пропуски предложениями или отрывками текста так, чтобы в результате весь текст был логически выстроенным и грамматически правильным.
4. **тест на подбор множественных соответствий (Multiple matching)**
– соедините данные предложения или отрывки текста с теми частями текста, которые выражают ту же самую идею
5. **тест на установление структурно-смысловых связей текста (расположение частей текста в правильном порядке) (Putting in order)**
– расположите отрывки текста в таком порядке, который сделает его логически и грамматически правильным.

Подзаголовок
передает и суммирует общую идею текста – необходимо учитывать при выполнении теста
номер: _____

Союзные слова и выражения
делают текст связным и логически выстроенным – необходимо учитывать при выполнении теста
номер: _____

Boot Camps – America's solution to teenage crime?

Frightened parents and teachers in the US are looking for new ways to stop their kids from getting into crime. Some of them think that 'boot camps' may be the answer.

First, let's explain what a boot camp really is. Boot camps are similar to military-training camps and jails. Sheriff Joe Arpaio of Maricopa County believes that if all kids experience jail once, they won't ever want to go back. He hopes to teach them that crime doesn't pay.

Second, the question is who the boot camps are for. The 24-hour anti-crime program at the Maricopa County boot camp in Phoenix, Arizona is free and open to students of middle-school age (aged around 13 or 14). You don't have to be a young criminal to go to Maricopa County boot camp. If parents and teachers are worried about their children's behaviour, they can send them here.

Finally, let's look at what life inside a boot camp is like. When the kids arrive they have to change their clothes to jail uniforms. The guards who run the jail tell them that they must keep to the rules or face the consequences. The tents where the kids sleep are uncomfortable, with no TVs. Life in a boot camp isn't a trip to Disneyland. Their aim is to make the kids realise that life without crime is worth every effort.

Заголовок
суммирует основную идею текста – необходимо учитывать при выполнении теста
номер: 1, _____

Первое предложение каждого абзаца
суммирует основную идею этого абзаца и дает начало развитию дальнейшей аргументации – необходимо учитывать при выполнении теста
номер: _____

/adapted from: 'Boot Camps - America's solution to teenage crime?', Club/

Вопросы/задания к тексту

Выполняя экзаменационные задания, всегда сначала читайте вопрос или задание и только потом текст. Обратите внимание на то, что приемы работы с одним и тем же текстом могут различаться в зависимости от того, что требуется в задании. Предварительно прочитав вопрос или задание, мы можем выбрать подходящий в данном случае прием работы с текстом и упростить выполнение экзаменационного задания.



Задание 1: Расположите отрывки текста (A–C) в логическом порядке.

A After a time he began to feel sleepy and decided to lie down. The police found him the next morning asleep upstairs in the bedroom.

B A French house burglar got into a house in the village of Lachelle in 1964. When he was inside he began to feel hungry, so he searched for the fridge.

C There he found his favourite cheese. Naturally, he could not leave without trying some. He then found some bread and three bottles of wine.

/adapted from: Stephen Pile, "The Least Awake Burglar", The Book of Heroic Failures/

Задание 2: Соедините каждый заголовок с соответствующим отрывком текста.

1. Looking for something to eat
2. Eating and drinking
3. Falling asleep

В. Подумайте, как нужно читать текст и на какие особенности необходимо обращать внимание, основываясь на задании 3а 1 или 3а 2. Воспользуйтесь приемом, который поможет вам выполнить каждое задание. Какие приемы работы с текстом помогут выполнить оба задания, а какие не подходят ни для одного из них?

При чтении текста мы:

- a) сосредоточиваемся на поиске информации, без которой нельзя выполнить задание правильно;
- b) пытаемся понять каждое отдельное слово и перевести его на русский язык;
- c) пытаемся понять основную идею каждого отрывка текста;
- e) обращаем внимание на слова, указывающие на то, как развивается сюжет (например, after, there, then и т.д.)

Быстрое распознавание типа текста

Выполняя экзаменационное задание, постарайтесь быстро определить тип текста, с которым вы работаете. Если это, например, сказка, вы сможете догадаться о содержании оставшейся части текста. Таким образом, вы можете использовать нужный прием работы с текстом такого типа. То же самое применимо к любому тексту – например, прогноз погоды тоже имеет легко предсказуемую структуру, что поможет вам догадаться о его содержании и форме. Если вы будете использовать прием работы, соответствующий данному типу текста, вы выполните экзаменационное задание гораздо быстрее.



Отрывки, данные ниже, взяты из разных типов текстов. Соедините эти отрывки с соответствующими типами текстов. Один тип текста – лишний.

1. I am writing to ask if you kindly ...
2. Once upon a time ...
3. ... heavy rain, but also some sunny spells ...
4. ... two tablespoons of sugar, cover and cook for ...
5. Tony Blair, who arrived in St. Petersburg yesterday, said ...
6. ... friendly internationals are football wars ...
7. ... the company also agreed to pay \$50m to the Coca-Cola Foundation ...
8. ... I'm in my mid 30s and facing a career crisis ...

- | | |
|------------------------------------|-----------------------|
| a) спортивные новости | e) официальное письмо |
| b) письмо с просьбой
дать совет | f) гороскоп |
| c) сказка | g) кулинарный рецепт |
| d) политические
новости | h) прогноз погоды |
| | i) новости экономики |

Найдите ту часть текста, к которой относится вопрос

Выполняя экзаменационное задание, найдите в тексте то место, которое соответствует каждому вопросу. Таким образом, будет легче найти ответ и удостовериться, что он правильный.



В тексте, данном ниже, отрывки, связанные по смыслу с вопросами после текста (a–e), пронумерованы и подчеркнуты. Соедините каждый отрывок с соответствующим вопросом.



Man's best friend

Man's best friend won't just keep you company, he'll also (1) improve your chances of finding a partner. Psychologists from (2) Warwick University in the UK have discovered that a dog helps new friends (3) break the ice. June McNicholas, one of the university team, took a dog with her for (4) five days as she went around town and recorded (5) the number of times she spoke to strangers – an amazing 156 times!

/adapted from: 'Man's best friend', Club/

- Which British city is the university based in?
- How long did June McNicholas' experiment take?
- What will man's best friend do apart from being always by your side?
- What makes the results of McNicholas' experiment surprising?
- What does a dog help strangers do?

Попробуйте догадаться, в какой форме будет представлена в тексте нужная вам информация

Выполняя экзаменационное задание, помните, что нужная вам информация может быть представлена в тексте в разных формах – от одного короткого слова до целого предложения или абзаца. Используя все приемы, описанные в этой главе, обратите внимание на сам вопрос или задание и постарайтесь догадаться о том, в какой форме будет представлена нужная вам информация. От этого будет зависеть выбранный вами способ поиска ответа в тексте.

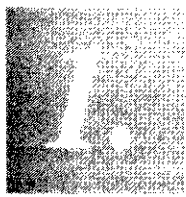


Прочитайте данный ниже текст. Какие предложения соответствуют его содержанию (True), а какие нет (False)? Подчеркните отрывки, которые помогли вам сделать правильный выбор. Какое утверждение соответствует самому длинному отрывку?

Today, F. Scott Fitzgerald, the author of four novels and 160 short stories, is celebrated as a great American writer. But he had a very different reputation during his lifetime. He and his charming wife, Zelda, loved parties. Wherever they went, they spent money until their last dollar was gone, and drank wine until the bottles were empty. When the Great Economic Crisis came in the 1930s, Fitzgerald's lucky star crashed like the American world of banking and finances. ■

/adapted from: John DiConsiglio, 'The poet of the Jazz Age', The Literary Cavalcade/

- Nowadays Fitzgerald is admired as a great writer.
- During his lifetime, Fitzgerald was famous as a writer, too.
- Parties were the Fitzgeralds' biggest passion.
- The economic catastrophe of the 1930s had no influence on Fitzgerald's life.



Установление соответствия приведенных утверждений прочитанному тексту (True/False)

В этом разделе вы узнаете:

- как работать с текстом, чтобы выполнить тест на установление соответствия приведенных утверждений прочитанному тексту (true/false);
- как выполнять различные задания этого типа.

Ключ к успеху

- Выполняя задание этого типа, будьте готовы менять стратегии работы с текстом. В одном задании вам необходимо понять лишь одно слово, тогда как в другом – более сложную текстовую информацию, например, определить основную идею текста.
- Во многих случаях предложения в задании лишь слегка отличаются от предложений в тексте. Внимательно прочитайте и задание и текст. Обращайте особое внимание на короткие слова или на те слова, которые на первый взгляд не играют важной роли в предложении.
- Задания могут проверять понимание как отдельных предложений, так и целой части текста. В последнем случае необходимо суммировать содержание данной части текста.
- В заданиях данного типа очень важно провести различие между фактами и мнениями, приведенными в тексте. Постарайтесь вспомнить характерные фразы, используемые для выражения мнения на английском языке – это поможет найти их в тексте.
- В заданиях данного типа намерения автора могут иметь большое значение, но они не всегда выражены прямо и открыто. Поэтому, постарайтесь проанализировать не только использованные в тексте выражения, но и понять скрытый смысл, который может содержаться в тексте (чтение «между строк»).

Предварительный анализ текста и вопросов в задании на установление соответствия приведенных утверждений прочитанному тексту



Прочитайте данный ниже текст. Все предложения после него соответствуют этому тексту. Определите, какие отрывки текста подтверждают, что предложения – верные.

St Andrew is the patron saint of Scotland, and the town of St Andrews was once the religious centre of the country. It has a castle high over the sea and a magnificent cathedral which was built above the town harbour. Unfortunately both these buildings are now in ruins. Usually cathedrals are not so neglected that

they fall into ruin. But the cathedral in St Andrews never had a real roof so it is not surprising it didn't survive. The towers of both buildings create a dramatic and romantic view for anyone who arrives in the town from the sea. There are also many other very old and beautiful houses in the town's three main streets.

/adapted from: Martin Hinton, 'Gowns, golf and strange goings-on',
The World of English/

1. Both the castle and the cathedral of St Andrews were built on hills.
2. The cathedral was never really finished.
3. The buildings are in ruins but they are still very impressive.
4. The cathedral and the castle are not the only two buildings worth visiting in St Andrews.



а. Прочитайте данный ниже текст. Утверждения (1–4) на стр.94 не соответствуют тексту. Подчеркните отрывки текста, содержащие информацию, противоречащую утверждениям.

Funny peculiar

Charlie Chaplin and childhood go hand in hand, at least for me. My parents would hire a film projector for my birthday party, and we all sat round laughing at the flickering, silent adventures of the fascinating little tramp. We watched as he won over authority and fate, triumphing over nasty people and physical danger, such as the little hut placed dangerously on the cliffs in his film *The Gold Rush*. ■

/adapted from: Humphrey Carpenter, 'Funny peculiar', *The Sunday Times Books*/

1. According to the author, we all associate childhood with Charlie Chaplin.
2. The author's parents once rented a film projector for his birthday.
3. The family watched a Charlie Chaplin film with the sound switched off.
4. In the author's opinion, the little hut symbolises Chaplin's triumph over his fate.

б. Определите, какие из данных выше утверждений (1–4) требуют понимания:

- a) грамматической структуры;
- b) фоновой лексики (слова и выражения, связанные с культурными реалиями страны);
- c) идиоматического выражения;
- d) намерения автора.

Выполнение задания на установление соответствия приведенных утверждений прочитанному тексту, основанное на понимании запрашиваемой информации



Прочитайте данный ниже текст и утверждения (1–6). Определите, какие предложения соответствуют содержанию текста (*True*), а какие нет (*False*). Найдите в тексте слова и выражения, которые подтверждают, что данное утверждение является верным или неверным.

The Simpsons are one of the most famous families in the world. Last year *Time Magazine* called *The Simpsons* series the best TV show of the 20th century! This year *The Simpsons* are having a party to mark their 10th anniversary. It is a year-long celebration that reaches its highest point on October 27. This day will start the Simpsons World Festival Weekend, a meeting of Simpsons fans and creators in Hollywood. *The Simpsons* may be 10 years old, but in fact they haven't got old at all! Bart is still 10 years old and Lisa is still 8. That's not what we, ordinary humans, are like ...

/adapted from: IT's Magazine/

1. The Simpsons are the most famous family in the world.
2. One important magazine decided that *The Simpsons* is the best show of the last century.
3. The celebration of *The Simpsons* anniversary is planned for one whole month.
4. October 27 is the most important day of the celebration.
5. *The Simpsons* are 10 years old, but they haven't changed.
6. The Simpsons are like us, ordinary people.



В парах предложений, данных ниже, предложения (1–5b) не согласуются с предложениями (1–5a). Перефразируйте их так, чтобы они согласовывались друг с другом.

1. a) I could not but admit he was right.
b) I couldn't force myself to admit he was right.
2. a) Had it not been for the rain, we would have had a nice holiday.
b) Our holiday was nice in spite of the fact that it rained all the time.
3. a) Not until he saw the damage in daylight did he realise how bad it was.
b) Even when he saw the damage in daylight, he still didn't realise how bad it was.
4. a) I would recommend this performance as an absolute must for the coming weekend if only the preview hadn't been cancelled, thus preventing us the reviewers from passing our final verdict.
b) I can't say if the performance is good or bad because the preview was cancelled.
5. a) While at no stage were the Carpenter family forced to buy other Sweetsbury products, the experience they had last summer would surely make them think twice before asking for a chocolate bar again.
b) The Carpenter family weren't forced to buy any Sweetsbury products.

Выполнение задания на установление соответствия приведенных утверждений прочитанному тексту, основанное на понимании основной идеи текста



Прочитайте данный ниже текст. Предложения (1–4) на стр. 95 не соответствуют тексту. Определите, что делает их неправильными.



(1) Games can play an important role in the classroom. (2) They help students learn the language and have some fun at the same time. (3) Playing games isn't easy for people who study a language on their own. (4) *Educational Software Products* is an English company that is trying to do something about it. (5) Here are two popular games which they created.

(6) *Crossword Challenge* is one of the oldest and best word games. (7) You choose your level of

English, you select the type of words you want to test yourself on, you press 'Create Crossword', and the program does the rest!

(8) Some people wonder why English language programs aren't like arcade games. (9) Well, *Word Invaders* is a game like this! (10) You are a captain of a space ship which must look for enemy words (one wrong word in a group of four), and must shoot it down to get points. (11) If you choose wrongly, you lose points and rockets. (12) If the words get to Earth before you shoot them, the Earth will be invaded.

/adapted from: 'A to Z of learning English', IT's Magazine/

1. Playing language games isn't difficult for any student of English.
2. In *Crossword Challenge* you select the type of crossword you want to solve.
3. In *Word Invaders* you defend the Earth from the attacks of four groups of words.
4. Unless the words are shot down, the Earth is safe.

6

Прочитайте данный ниже текст. Предложения после текста содержат информацию, которая согласуется с содержанием текста. Подумайте, как их изменить, чтобы они не соответствовали тексту.

Boys behind bars

Serving every court in London and most of those in the south-east, Feltham is the largest young offenders' institution in the country.

It seems 30,000 boys and young men between the age of 15 and 21 pass through its gates every year. Some stay there for brief periods of time; others are at the start of a long prison career. Feltham has not enough staff, so fights between inmates are common, morale is low and the institution's reputation stinks. One experienced youth worker says that in fact it is 'a finishing school for career criminals'.

We are here to look at Feltham's new £6m education and reception unit for juvenile offenders, the 15 to 18-year-olds who are the director's, Martin Narey's, priority. Opened in August, it is a fresh and clean, pale-blue building with classrooms that any inner-city headmaster would gladly give his chalk and board for. The smell of paint still lingers, not yet chased away by the common prison odour of chips, rolling tobacco and sweat. The background noise of prison life – shouts, jangling keys and slamming steel doors – is left outside. Narey grasps the hand of every officer and volunteer we pass and gives them the opportunity to bend his ear. ■

/adapted from: Paul Kelso, 'Boys behind bars', *The Guardian Europe*/

1. Being the biggest young offenders' institution in England, Feltham has an average of 2,500 inmates per month.
2. Due to a number of shortcomings, Feltham is said to boost, rather than discourage, young criminals' careers.
3. At Feltham they attach particular importance to the proper treatment of its youngest offenders.
4. As it is new and freshly painted, the unit doesn't smell like a typical prison.
5. Martin Narey greets everybody personally so as to encourage them to talk about their problems.

Определение различий между фактами и мнениями в заданиях на установление соответствия приведенных утверждений прочитанному тексту

7

Прочитайте предложения (1–12) и определите, какие из них выражают факты, а какие выражают мнения.

1. The farm is located at the end of a blind alley.
2. To some people, it is a pleasant, quiet place.
3. According to the text, there are only two neighbours in the area.
4. There seems to be a building site right on your doorstep.
5. The house is built of wood and brick.
6. The building gives the impression of being a cosy, traditional country-style house.
7. The interior has one special feature worth talking about.
8. The kitchen hasn't been modernised.
9. New owners will enjoy the freedom of adapting the kitchen according to their own tastes.
10. If you ask me, the land hasn't been cultivated for years.
11. The farm has been lucky in not having been cultivated by means of chemical fertilisers.
12. Animals used to be kept on the farm.

8

Прочитайте данный ниже текст. Определите, какие предложения из упражнения 7 (1–12) согласуются с содержанием (True), а какие нет (False).

Shrub Farm is pleasantly situated towards the end of Fir Tree Lane, a no-thorough road, so any form of traffic noise is simply out of the question. Also the neighbours shouldn't be a worrying factor at all: although the adjoining farm has planning permission for some houses, they are only being developed at the moment. The house strikes a traditional note with its cosy wooden construction and the pitched slate roof which is believed to have formerly been thatched. The interior features impressive stairs to the first floor; the kitchen can be adapted freely to suit a new owner's needs. We are informed that the present owners have farmed the land in an organic manner, and fortunately no chemical fertilisers have been used for 20 years. The farm includes an animal shed.

/adapted from: Ross Clark, 'Room for improvement', *The Daily Telegraph*/

Понимание мнения/отношения автора



Прочитайте данные ниже предложения и пометьте знаком (+) те, которые выражают положительное мнение/отношение, и знаком (-) те, в которых содержится негативное мнение/отношение. Подумайте, какие языковые средства помогли вам принять правильное решение.

- The book would have benefited from a critical introduction to provide a context for the new reader.
- The film is a cheerful if unoriginal interpretation of the theme of growing up in the suburbs.
- Frontman Speedo* still talks rock and roll with almost unprecedented intensity.
- How many books on evolution and human intelligence do the publishers think the market will stand?
- The atmosphere is gloriously melancholic as his voice rises like a curl of strong cigar smoke.



Прочитайте данный ниже текст. Определите, какие утверждения, приведенные ниже (1–6), согласуются с содержанием текста (True), а какие нет (False).

Contrary to what Russell Hopkins suggests in his article, low-sulphur engines are not 'common currency' on European Union roads. Our government, in their unholy wisdom, decided that we should follow the American model and fit engines which use catalytic converters to reduce pollution.

These engines use more fuel than low-sulphur engines. Even worse, they use much more fuel, and do not work properly until warmed up.

As the average modern journey is about five miles, they are hardly ever working properly. To warm up quickly they use even more fuel, which is 'burnt' in the converter to help it reach the right operating temperature.

This warming process, plus the fact that converters are fragile things and many, if not most, are not functioning correctly, gives urban air that distinctive tinge of rotten eggs. So wouldn't it be a better idea to introduce low-sulphur fuel after all? ■

/adapted from: Mike Wilson, 'Truth about engines', The Daily Telegraph/

- Low-sulphur engines are frequently encountered on roads in all the countries of the European Union.
- The idea to introduce engines which use catalytic converters proves the wisdom of British decision-makers.
- Engines with converters use definitely more fuel than low-sulphur engines.
- Modern journeys are too short for engines with converters to work as they should.
- The warming process which takes place in the converter is the sole reason why the air in a big city stinks.
- The author's overall intention in this text is to make a case against low-sulphur fuel.

Задания экзаменационного типа



Прочитайте текст и определите, какие предложения (1–6) согласуются с содержанием текста (True), а какие нет (False). Поставьте знак (X) в выбранной графе таблицы.

SOUTH BEATS NORTH

The Little League Baseball team from Maracaibo, Venezuela, represented the Latin America region at the 2000 Little League World Series in Williamsport, Pennsylvania. Right from the start, the team faced problems. Their plane to the United States was late more than 12 hours, so they arrived late and tired in Williamsport for the first game of the series.

Their opening game was with a team from Tokyo, Japan. The Venezuelans were exhausted, and so they lost 10-0. But with each passing day, the boys from Maracaibo got back their confidence and strength. They managed to win their next two games. In this way they qualified

to play in the second series and met Tokyo again, this time for the International Championship. They shocked Japan by beating them 5-4. The next step was the World Series final in which the Venezuelans were to meet the United States South Team from Texas. In front of 40,000 people and a worldwide TV audience, the Venezuelans had an exciting game and won!

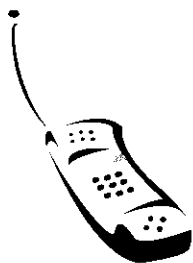
The team from Maracaibo proved that they knew how to fight. They managed to overcome great problems and returned to their home country as heroes. But in fact the World Series experience is all about such lessons in life which people remember for the rest of their lives. Let's congratulate Maracaibo, Venezuela – Little League and World Series champions!

/adapted from: Bill Pizsek, 'South beats North', The World of English/

	True	False
1. The team from Venezuela were the best Little League baseball players in Latin America.		
2. The Venezuelans had a tiring journey to the United States which lasted nearly twelve hours.		
3. The Venezuelans had to win two games to qualify for the International Championship.		
4. The Japanese team couldn't believe that they lost to the Venezuelans.		
5. 40,000 Venezuelans who came to the stadium didn't expect their team to win.		
6. The Venezuelans showed everybody how to win.		
7. The Venezuelans' experience was different from the usual World Series Little League experience.		
8. Winning the World Series Little League is something you will never forget.		

12

Прочитайте текст и определите, какие предложения (1–10) согласуются с содержанием текста (*True*), а какие нет (*False*). Поставьте знак (X) в выбранной графе таблицы.



GIZMOS

OK, OK, I know this Nokia looks like an unusually boring portable phone, but it's far from it. This is the one we've all (well, all right, some of us) been waiting for, the Excalibur of mobile telephony. It works, you see, over the Pond. No, not in Kensington Gardens; I am referring, in what was supposed to be a nonchalant manner, to the Pond. The Atlantic.

Yes, this ordinary Nokia is a phone you can take with you and use in America and Canada – pretty much anywhere – and be charged to your regular account in England. If you're not impressed yet, let me tell you this is a very big deal, the equivalent of finding an American who can say 'human' and 'humiliate', rather than 'yuman' and 'yumiliate'. The systems are so different between here and there that, for the foreseeable future, we won't be able to use a British phone in the States, and you still have to rent or buy this American-made one specially before your trip. A bit convoluted, but it works. I was unable to catch the system out on a recent 15-city trip. I made and received trouble-free local and international calls on LA freeways, in taxi-cabs deep in Manhattan, from a train in New England, from farm fields in Texas, and in remote alligator swamps in Florida. The bills are steep – between £1 and £2 a minute depending on what you're doing – and you will probably feel compelled, as I did, to make fatuous calls to your best friend on his mobile in Shetland while you're in the Grand Canyon. But you have the choice not to use the phone at all, and simply leave it on wherever you are, just in case. The ideal transatlantic travelling gadget.

/adapted from: Jonathan Margolis, "Gizmos;
The Evening Standard Magazine/

	True	False
1. This Nokia phone is as little interesting to look at as other mobile phones.		
2. In the world of mobile phones, it works like magic.		
3. Talking about the Atlantic as 'the Pond' can cause some misunderstanding.		
4. You can use this Nokia phone anywhere in America and pay at home.		
5. It is easier to find an American who can say 'human' than get a mobile similar to this one.		
6. As British phones are not allowed in America, you must buy the American one before you go there.		
7. The phone works fine and is not complicated to operate.		
8. On his recent trip to America, the writer was unable to find any fault with the system.		
9. The temptation to use this Nokia phone to call one's best friend will be hard to resist.		
10. This Nokia phone can also be simply bought and left at home.		

2.

Задания на множественный выбор (Multiple Choice)

В этом разделе вы узнаете:

- как работать с текстом, чтобы выполнить тест на множественный выбор;
- как выполнить этот тип задания.

Ключ к успеху

- Прочитайте вопросы, затем текст, к которому они относятся. В тексте найдите фрагменты, к которым относится каждый из вопросов. Помните, что эти фрагменты могут быть разной длины: это может быть одно слово, выражение, целое предложение или абзац.
- Определите два неверных ответа. Помните, что в обычном тесте на множественный выбор содержатся два совершенно неверных ответа, которые легко определить. Обращайте внимание на детали – неверные ответы могут содержать иную грамматическую форму или слегка измененную информацию из текста.
- Отметьте верный ответ и проверьте его правильность. Например, найдите и подчеркните то

место в тексте, которое подтверждает ваш ответ. Обратите внимание на тот факт, что правильный ответ должен содержать информацию, данную в тексте.

- Если вы хотите удостовериться, что ваш ответ верный, обратите внимание на различие между основной идеей и второстепенной информацией. Большое количество ошибок в тестах на множественный выбор предопределено наличием второстепенной информации в тексте.
- Когда вы убедились, что ваш выбор правильный, обратите внимание на то, что сформулировано четко и на то, что только подразумевается. Некоторые ответы в тесте на множественный выбор основаны на намерениях и мнениях автора.

Чтение вопросов и текста в задании на множественный выбор

1

В вопросах (1–3) правильный ответ подчеркнут. Прочтите рекламное объявление вслед за упражнением и определите, какой ответ соответствует:

- A одному слову или выражению в тексте;
- B одному предложению;
- C одной части текста (абзацу).

1. London English School is
 - a) the biggest in England.
 - b) the best in London.
 - c) very old.
 - d) the biggest in one part of London.
2. Courses at the London English School are for people who
 - a) prefer to learn at weekends.
 - b) want to study English or other languages.
 - c) plan to become doctors.
 - d) are interested only in languages of Western Europe.

3. How long do you learn every week?
 - a) more or less 15 hours
 - b) never more than 15 hours
 - c) over 15 hours
 - d) almost 15 hours

London English School Courses for everyone!

We are the largest language school in West London. We teach English to overseas students at all levels.

You can choose between our summer courses, computer courses or teacher training courses – all of them in English. We also offer courses in other modern languages such as Spanish, French and Russian.

Courses are about 15 hours per week and they start every Monday. You'll be in safe hands – we employ qualified experienced teachers only!

For more information, call us on: **0181-579 9661**

/adapted from: Spotlight (3/1999), www.spotlight-verlag.de/

2

Прочитайте примеры обычных вопросов на множественный выбор. Определите, какие из них соответствуют:

А одному слову или выражению в тексте

В одной части текста

С информации, не содержащейся в тексте

1. Which is NOT one of the writer's predictions?
 - a) Professionals won't escape change.
 - b) Doctors won't be as efficient as computers.
 - c) Professionals will know less than today.
 - d) Computers could make fairer judgements.

2. It is difficult to programme tasks which are
 - a) temporary.
 - b) unforeseen.
 - c) unmanageable.
 - d) complicated.

3. We can understand from Rosie that
 - a) she is happy to talk about her life.
 - b) she had been secretly in love with Clive.
 - c) Simon and Clive were strangers.
 - d) Clive had once gone out with Lucy.

/adapted from: Jon Naunton, Think First Certificate/

Устранение неправильных ответов

3

В вопросах (1–3) задания на множественный выбор даны только неправильные ответы. Прочитайте текст, найдите отрывок, к которому относится каждый вопрос и определите:

А какие ответы (а–с) содержат информацию, противоположную той, которая дана в тексте?

В какие ответы (а–с) содержат информацию, которой вообще нет в тексте?

1. How does Sandra Bullock feel about the success of her new film?
 - a) She doesn't like it.
 - b) She thinks it is strange.
 - c) She finds it funny.
 - d) ...

2. Which information about Sandra Bullock is true?
 - a) She doesn't have a film production company.
 - b) She was the executive producer of the film *Speed*.
 - c) Her role in the new film is not very important.
 - d) ...

3. Sandra Bullock wants to relax now because
 - a) she doesn't plan to make any new films.
 - b) she must buy a new house.
 - c) it is her birthday.
 - d) ...

WORLD VIEW ABOUT THE STARS

'I need to have a life. I need to go to birthday parties. I need to build my house.'

Sandra Bullock (*Speed*) is pleased with the success of her new film, *Hope Floats*, with Harry Connick, Jr. The romantic comedy was made by Bullock's own production company, and she is the film's executive producer as well as its star.

Bullock plans to produce more films, but right now, she'd just like to relax and finish her new house in Austin, Texas. 'I need to have a life,' she says. 'I need to go to birthday parties. I need to build my house.'

/adapted from: Spotlight (3/1999), www.spotlight-verlag.de/



В заданиях (1–3) в тесте на множественный выбор, данном ниже, два из трех неправильных ответов подчеркнуты. Прочитайте текст и выберите правильные ответы из оставшихся.

- 'Trendy tea' is a concept introduced in order to
 - stop people drinking coffee.
 - improve people's health.
 - help tea become as popular as coffee.
 - help tea become England's national drink.
- Which of these ways of making tea more attractive is NOT included in the text?
 - bright walls and carpets
 - colourful crockery
 - metal tables
 - a peculiar kind of music
- The t-bar sells coffee, too, because
 - they don't want to risk losing any customers.
 - they realise people still prefer coffee to tea.
 - they don't want to be regarded as old-fashioned.
 - they think coffee also needs some contemporizing.

Just my cup of tea



AS GOURMET COFFEE INVADERS BRITISH CAFÉS, clever marketers have found a new concept with which to fight it: trendy tea. As Simon Hill-Norton, manager of the t-bar at 72 Baker Street, London, told the Wall Street Journal: 'We want to contemporize tea for a younger generation.'

While tea is still the national drink in Britain, Hill-Norton says, it lacks the modern qualities needed to attract young customers. The t-bar hopes to change this by serving the drink in brightly coloured cups on steel counters with jazz playing in the background. The t-bar, however, isn't taking any chances: it offers coffee as well. ■

/adapted from: Spotlight (3/1999), www.spotlight-verlag.de/

Выбор правильного ответа



В тексте подчеркнутые и пронумерованные отрывки относятся к вопросам (1–4) задания на множественный выбор. Прочитайте текст и выберите правильные ответы (a–d), которые содержат ту же информацию, которая содержится в подчеркнутых отрывках текста.

- Janet has been in France for _____ now.
 - one week
 - two days
 - one day
 - a few hours
- What happened to Janet's glasses?
 - They disappeared while she was on the train.
 - They were almost lost.
 - A man stole them.
 - They got lost but she found them.
- The fruit in the kitchen will go bad if
 - it stays in the cupboard.
 - Robert doesn't cook it.
 - Lizzie doesn't eat it.
 - it is not sent back to Mrs Hunt.
- What is it that Janet doesn't like about her hotel?
 - unpleasant people
 - small rooms
 - noise
 - dirt

Hotel Carlton
Bordeaux, France

5 September

Dear Robert,

I hope you are well. I arrived here (1) last night. The time in the train was long but quite interesting. (2) I lost my glasses but a nice man found them for me. The people here are very friendly but the food is quite different from English food. I am going to meet Annie at one o'clock.

(3) I remembered in the train that there is some fruit from Mrs Hunt's garden in the kitchen cupboard. I forgot to tell Lizzie to cook it, so please tell her from me. I don't want it to go bad.

This is a nice hotel but I think Annie and I are going to move to the Grand Hotel tonight, because the rooms here are (4) not very quiet.

That's all for now. I am coming back soon. Take care.
Your loving sister,

Janet

/adapted from: Stacey Aumonier, 'Miss Bracegirdle's Night of Fear', Simply Suspense/

6

В заданиях (1–3) теста на множественный выбор даны только неправильные ответы. Прочитайте текст и сформулируйте правильные ответы, которые соответствуют информации текста. Напишите ваш ответ таким образом, чтобы он не являлся точной копией текста. Затем сравните ваши ответы с ключами.

POINT OF REFERENCE

Jerry Hurst, a young people's librarian, finds that encyclopaedias still have a role to play in a multimedia world.

The success of the public libraries' Reading Groups and Homework Help Clubs shows that, despite the lure of computer games and TV, children do want to read. The problem for reference books is how to combine information with inspiration. A reference book must be easy to use, current and age-appropriate, so it supports study. But it should also take a child beyond the homework assignment. It should engage and inspire.

The new edition of *The Oxford Children's Book of Famous People* (£12.99) has almost 1,000 entries, covering the ancient world to modern times. It is just as good for dipping into as it is for study. There is a real sense of the subjects' achievements because the entries are not simply potted biographies but insights into the significance and context of each life.

Another recently revised favourite is *The Kingfisher History Encyclopaedia* (£30). History books for children are often criticised for their eurocentricity, but here we have a balanced overview of key events and their significance. Because the book covers more than 40,000 years, the information is brief, which makes it all the more digestible.

/adapted from: 'Point of reference', *The Guardian*/

- Reading Groups and Homework Help Clubs have been successful even though
 - more and more children choose computer games.
 - children are more expert computer users than readers.
 - computer games and TV are available everywhere.
 - _____
- The biggest advantage of *The Oxford Children's Book of Famous People* is that it offers
 - details of each invention.
 - simple and short biographies.
 - reflection on important things in life.
 - _____
- The Kingfisher History Encyclopaedia* uses very short entries, which makes the information
 - more difficult to forget.
 - a pleasure to read.
 - even more involving.
 - _____

Нахождение различий между основными и второстепенными идеями текста



Прочитайте текст и три возможных заголовка к нему (a–d). Выберите тот, который точнее передает основную идею текста.

- The veteran singer tops the charts
- Sir Cliff calls off his concert
- A flame of hope will be lit in Birmingham
- Despite having flu, Sir Cliff is ready to sing on Millennium Eve

Sir Cliff Richard cancelled a concert in Birmingham last night because of flu. The agent for the veteran singer, who topped the charts with *The Millennium Prayer*, assured fans that he would be performing on Millennium Eve, when he is a guest at Birmingham's party. Sir Cliff will light a flame of hope. ■

/adapted from: 'News Bulletin', *The Daily Telegraph*/

8

Прочитайте задание и текст. Выберите ответ (a–d), который наилучшим образом выражает основную идею текста.

Which title best summarizes what the text is about?

- a) Seven hours of panic in Wales
- b) Welsh 'package' fails to explode
- c) North Wales Police do another great job
- d) Bank 'bomb' closes resort

The centre of Llandudno was sealed off for more than seven hours yesterday as bomb disposal experts carried out controlled explosions in the main street. North Wales Police evacuated thousands of people from the centre of the seaside town after a bag with wires protruding from it was found in Barclays Bank just before midday. The bank had received a warning of 'a package' a short time earlier from a man with a Welsh accent. The holdall was found to contain no explosives. ■

/adapted from: 'News Bulletin', The Daily Telegraph/

Понимание мнения и намерения автора

9

Прочитайте текст и найдите выражения, которые выражают мнения и чувства автора. Затем определите, какие из данных ниже утверждений (a–d) выражают мнение и намерение автора. Какие фразы/выражения помогли вам сделать правильный выбор?

It was 8.30 a.m. and Heathrow's Terminal 1 was filling up with passengers. I studied their feet. It was my best chance of recognising Johan Kobborg off-duty. 'I'll turn out', he had promised on the phone – meaning his legs. And sure enough, into my view hove a pair of duck-like, waddling feet – the brilliant new dancer at the Royal Ballet must have spotted me foot-watching, and was playing his part.

/adapted from: Ismene Brown, 'Prince of Denmark', The Daily Telegraph/

- a) The author went to meet Johan Kobborg at the airport early in the morning.
- b) Watching people's legs seemed to be the best way to find Johan Kobborg.
- c) Johan Kobborg was walking towards the author in a peculiar manner.
- d) According to the author, Johan Kobborg walked like a duck because he noticed her interest in people's feet.

10

Прочитайте текст. В заданиях (1–2) выберите правильный ответ (a–d).

1. The text implies that a voyage aboard the Universe Explorer may NOT be enjoyed by somebody who
 - a) prefers smaller ships.
 - b) wants only to relax.
 - c) likes travelling in comfort.
 - d) is not interested in Alaska.
2. Which advantage of the voyage is NOT suggested in the text?
 - a) discovering new places
 - b) widening one's knowledge
 - c) meeting well-informed people
 - d) tasting Alaskan food

Discover the great land of

A l a s k a

Join us this summer aboard the SS Universe Explorer on a voyage of discovery from the beautifully located city of Vancouver to the Alaskan seaport village of Seward. With a maximum capacity of just over 700 passengers, the 23,000 ton Universe Explorer is well suited to those who wish to see as much as possible and learn much from their time in Alaska. This is a somewhat different approach to that offered by large resort style ships where the emphasis is more on the delights of the ship and its facilities than on the destination.

Travelling with you will be a number of experts on the area who will provide talks and briefings on Alaska's history, culture, geology, natural history and botany. Passengers also have the benefit of a vast library. So travel and study with us!

Details on **0801 876 543**

/adapted from: The Daily Telegraph advertisement/

Задания экзаменационного типа



Прочитайте статью и выберите ответы в заданиях (a-d), которые наиболее точно отражают информацию, содержащуюся в ней.

Herb Alpert

Guitars, not horns, are playing in the Solomon Gallery in Los Angeles. In this way Herb Alpert is celebrating the opening of his exhibition.

Yes, this is the same Herb Alpert who, as a trumpet player in the 1960s, was a great success with his band, the *Tijuana Brass*. The colorful, playful works of art suggest that Alpert is a person of many talents.

He grew up in the Spanish area of Boyle Heights in East Los Angeles and started playing the trumpet at the age of eight. He was influenced by Charlie Parker and Louis Armstrong. Alpert studied classical trumpet, then turned to jazz as a teenager. He also wrote pop music, for example *Wonderful World*, which he wrote with another musician in the late 1950s.

His first success came when he cleverly mixed a new version of *Twinkle Star* with a mariachi sound. He went to a corrida in Tijuana, Mexico, and recorded the cheers and the bands that played. The result, *Lonely Bull*, was a big hit which made Herb Alpert and the *Tijuana Brass* famous throughout the world.

The band produced 14 platinum albums, five no.1 hits and got seven Grammy awards. By 1966, the *Tijuana Brass* had sold more records than *The Beatles*, and their albums *Whipped Cream* and *Other Delights and Going Places* stayed on the album charts for two years.

On the albums, Alpert played all the trumpet parts himself. But he was more than just a horn player. In 1962, with just \$200, he and a friend named Jerry Moss created the company *A&M Records* out of Alpert's garage.

The *A&M Records* company later worked with musicians such as *The Police*, Joe Cocker, *The Carpenters* and Janet Jackson. In 1992, Alpert and Moss sold the company to *PolyGram* for nearly \$500 million.

By the late 1960s Alpert fell into depression. He was worried about the 'unrealistic' nature of his life as a very popular artist. He wanted to slow down his life a little, and so he stopped playing his horn. 'That's when I decided to start painting,' he told us. His exhibition proves that it was the right thing to do!

- At the opening of the Herb Alpert exhibition
 - there is one guitar player.
 - guitars are played.
 - Herb Alpert plays his horn.
 - there is a concert.
- Herb Alpert's paintings make you think that
 - music is not the only thing he is good at.
 - he is a better musician than a painter.
 - he is one of the best painters today.
 - his talent is greater than people thought.
- What kind of music was Herb Alpert's piece *Wonderful World*?
 - jazz
 - classical
 - pop
 - Spanish
- What made Herb Alpert famous?
 - an adaptation of an older song
 - recording of a bull fight
 - a song about Mexico
 - real-life effects
- Which success of the *Tijuana Brass* is not given in the text?
 - making albums which sold in many copies
 - getting important prizes
 - having more hits than *The Beatles*
 - being on the charts for more than one year
- The *A&M Records* company was started
 - to play music.
 - by one person.
 - on little money.
 - in Herb Alpert's room.
- Before 1992, the *A&M Records* company
 - signed contracts with three famous artists.
 - changed owners.
 - became part of a bigger company.
 - was worth a lot of money.
- Herb Alpert stopped playing his trumpet because he wanted to
 - change his life.
 - become a painter.
 - try another instrument.
 - travel abroad.

/adapted from: *Spotlight* (3/1999), www.spotlight-verlag.de/



Прочитайте статью и выберите ответы (a–d), которые наиболее точно выражают информацию, содержащуюся в ней.

7 June 1999

Loud and proud in the noise capital of Europe

Echoing those academic studies that demonstrate the blindingly obvious, Madrid's local authorities have spent nearly £5.5m in a three-year study that shows that the Spanish capital remains the noisiest in Europe. The results confirm an OECD study some years back that ranked Spain as the noisiest country in the world, after Japan.

Six acoustic measuring points set up throughout the city registered a noise level of more than 65 decibels for most of the time. This is the safety limit of tolerance set by the World Health Organisation and the EU's 'maximum permitted sound level'. Main roads roar beyond the city's own 70 decibels limit, and big traffic intersections hit a mighty 80 decibels during the three daily rush hours: from 6.30 a.m. to 10 a.m., 1 p.m. to 5 p.m. and 7 p.m. to 10 p.m.

An angry opposition socialist councillor, Ruth Porta, complained this week: 'The conservative city council has spent Pts1.3bn (£5.4m) to measure the noise level we have to endure, but hasn't contributed a single peseta to reducing it'. Eighty per cent of the noise pollution is caused by traffic – car horns, engines and motorcycle exhausts – and the rest from industry, bars and shopping areas.

The authorities insist that noise levels are no worse than 20 years ago, despite a 30 per cent increase in traffic. 'In southern cities like ours, we have more street life, there is more activity, and you notice it', explains the head of noise control at the City Hall, Placido Perera. Stress, insomnia, aggression and lack of concentration are the main effects, but according to Mr Perera, 'city noise does not cause permanent damage'.

The best way of quietening the row, the authorities admit, is for people to use public transport rather than the private car, but nobody seriously expects that to happen. The Socialists propose roundabouts instead of traffic lights, more acoustic screens – the last one was put up in 1991 – and repaving streets with a more porous asphalt that absorbs moisture and reduces noise.

So what will the city do? Set up more measuring stations, for a start: there will be 25 throughout Madrid by September. From next week they will start measuring the noise produced by heavy lorries and building works.

The problem is that most people don't find noise a problem. Spaniards – whose own language was described by the writer Laurie Lee as 'the dry throaty rattle of pebbles being rolled down a gully' – are mostly self-assertive and sociable and used since childhood to raising their voices to make themselves heard. You find gentle speakers outside Madrid, but few in the capital.

Awoken on a Sunday morning by a monotonous shouting down a megaphone, I looked from my terrace to see two men selling bouquets of roses off the back of a truck, inflicting a horrible form of noise pollution upon a quiet residential street. But it seemed to be effective: a woman not only bought two bunches, she broke off a bloom and pinned it behind her car. ■

/adapted from: Elizabeth Nash, 'Loud and proud in the noise capital of Europe',
The Independent on Sunday/

1. Finding out that Madrid is the noisiest capital of Europe has
 - a) come as a surprise.
 - b) been a long process.
 - c) contradicted the results of an OECD study about Spain.
 - d) changed the ranking of Japan as the noisiest country.

2. Madrid's local safety limit of noise level suggests that
 - a) there must be more tolerance of noise in the city than in other parts of Europe.
 - b) the city's authorities should pay more attention to the EU's official regulations.
 - c) it's no use trying to set down the regulations nobody follows.
 - d) it must be very difficult to control the noise during the city's rush hours.

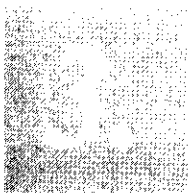
3. Which sentence best summarizes what paragraph 3 is about?
 - a) The authorities have failed to notice Madrid's problem.
 - b) Solving Madrid's problem has cost too much.
 - c) Madrid's problem has been studied but not solved.
 - d) The city's real problem is a conflict between politicians.

4. According to Madrid's authorities,
 - a) noise in the city has recently risen by 30 per cent.
 - b) typical Madrid street life makes noise more noticeable.
 - c) stress and aggression are worse than the effects of noise.
 - d) city noise will be under control very soon.

5. The most effective method of stopping the noise pollution would be
 - a) unacceptable to most people.
 - b) contrary to the Socialists' suggestions.
 - c) technically difficult to introduce.
 - d) based on new traffic regulations.

6. Laurie Lee's description of Spanish is mentioned in the text in order to
 - a) prove that it is a difficult language.
 - b) emphasize some of the Spaniards' best qualities.
 - c) explain why Spaniards can't help being what they are.
 - d) suggest what makes Madrid different from other cities of Spain.

7. The form of noise pollution in the last paragraph is described as 'effective' because it
 - a) helped sell the product.
 - b) didn't disturb anybody.
 - c) made the writer feel good.
 - d) was pleasing to the Spanish ear.



Установление структурно-смысловых связей текста.

Восстановление текста (Gapped Text)

В этом разделе вы узнаете:

- как работать с текстом, чтобы выполнить задание на установление структурно-смысловых связей текста;
- как заполнять пропуски в тексте, чтобы восстановить текст.

Ключ к успеху

- Читая текст, содержащий пропуски, постарайтесь сразу же определить, что может содержать каждый пропуск. Самые распространенные типы пропусков: пропущенная фраза, предложение или короткий фрагмент текста. Помните, что необходимо обращать внимание на слова до и после пропуска.
- В этом задании очень важно хорошее понимание структуры предложения и текста. Читая текст, постарайтесь быстро определить его тип, а затем задайте себе следующие вопросы: что можно в него вставить и где; какие из данных фраз больше всего сочетаются с фрагментами до и после пропуска. Вместе с этим, обратите внимание на содержание и логику текста.
- Если пропуски в тексте охватывают целые предложения, прочитайте текст еще раз, опуская пропущенные части, и постарайтесь понять как можно больше. Помните, что содержание пропущенной части текста может относиться к различным местам текста.
- Правильность заполнения пропусков может зависеть от типа и стиля текста. Постарайтесь проанализировать текст с учетом данного аспекта.
- Задание на восстановление текста может содержать сложные лексические и грамматические структуры. Обратите внимание на инверсию, связующие слова и выражения, соединяющие части предложений, идиоматические выражения.

Анализ содержания пропусков

1

Одно словосочетание (пропуск 1) и одно предложение (пропуск 2) извлечены из данного ниже текста. Проанализируйте текст и решите, что было пропущено. Затем, выберите словосочетание (1a–b) и предложение (2a–b), которые подходят в данной ситуации.

It's official: Elvis Presley is no longer the king of rock'n'roll! And who has (1) ___? Robbie Williams! Madame Tussaud's Rock Circus discovered it when they asked people to put together the greatest rock band of all time. (2) ___? Eric Clapton on guitar, Phil Collins on drums and Elton John on piano! If Robbie can have such great names in his dream band, his wax statue must be made as soon as possible! ■

/adapted from: 'PSSST! Showbiz and weekly reviews!, The Times Mega/

1. a) decided so
b) taken his place
2. a) And who would be in Robbie's band?
b) So who won in other categories?



Данный ниже текст включает три основных типа пропусков: пропущенное словосочетание (пропуск 1), предложение (пропуск 2) и отрывок текста (пропуск 3). Подумайте, что было извлечено из текста. Что помогло вам выбрать правильный вариант заполнения пропуска? Сверьтесь с ответами.

Putting learning into practice

Romanian management students added value to their Open University coursework by using it to set up a (1) ___ which sells services back to course organisers. The Centre for Student Business Travel now arranges and runs residential schools for about 4,000 people. According to Rodica Radulescu, who is marketing director for the Centre, first to graduate have been those managers who were successful in Romania's state-run companies and therefore (2) _____.

(3) _____. So the problem does not lie in simply arranging student travel, but doing things in a specific way in order to meet those special needs and demands.

/adapted from: 'Putting learning into practice', The Independent/

Понимание структуры задания и текста

3

Данный ниже текст разделен на две части (А и В). Определите, как можно дополнить часть А словосочетаниями (a–d). В части В заполните пропуски (1–4), выбрав подходящий вариант (a–d).

Текст А

What's your opinion about English grammar? Do you find it difficult to learn? What particular aspects have you had trouble with? Have you found a solution that could help other learners or teachers?

- a) of the language c) the best way to learn
b) has helped you and d) or easy

Текст В

In our magazine's English Grammar Survey (1) ___ to find out your views and answers to the questions (2) ___. (3) ___ expressing your opinions or up to two pages (4) ___!

/adapted from: 'Survey', IT's Magazine/

1. a) we dream c) we want
 b) you have d) it's time
2. a) above c) below
 b) soon d) before
3. a) You should write c) You should try
 three pages
 b) You can write d) You can write
 a letter two sentences
4. a) or perhaps even c) if not more than two
 three
 b) if you feel inspired d) unless you have no
 time

4

Прочитайте тексты (1–3) и выберите правильное словосочетание (a–d) для каждого пропуска. Определите, что помогло вам сделать правильный выбор.

Текст 1

A schoolgirl was recovering in hospital last night after taking a drug overdose (1) ___ for having her tongue pierced. Anna Smith, 16, of Hazel Grove, Greater Manchester, has been told she can return to school only if she removes her tongue stud.

/adapted from: 'In Brief', The Independent/

1. a) when she was suspended from school
 b) because she suffered horrific injuries
 c) as she could not apologise to her teacher
 d) when she found her best friend responsible

Текст 2

The Football Association has defended its controversial decision not to call off next week's England friendly in Hungary. Kevin Keegan, England's coach, names his squad today for a match (2) ___, with a host of Premiership managers having expressed their reservations. ■

/adapted from: Mark Bradley, 'Hungary friendly defended by FA', The Independent/

2. a) with Hungarian footballers
 b) which nobody wants
 c) named the highlight of the season
 d) so eagerly awaited

Текст 3

With one motorbike or moped stolen every 13 minutes, the need for good insurance cover is greater than ever before. The sunshine has (3) ___. However, potential bikers should be warned that motorcycles and mopeds are attractive to thieves. ■

/adapted from: Suzy Jagger, 'Born-again' bikers hit the road', The Daily Telegraph/

3. a) tricked many people into thinking that
 two-wheelers are safe.
 b) created a fine opportunity for many people
 to take a ride in the country.
 c) prompted many people to consider investing
 in a two-wheeler.
 d) given many people the best excuse for
 throwing their money away.

Задания с пропущенными предложениями

5

Из данного ниже текста были извлечены четыре предложения (пропуски 1–4). Прочтите предложения (a–f) на стр. 107 и выберите те, которые нужно поставить на место пропусков. Два предложения – лишние. Определите, почему они не подходят.

The Burglar who Called the Police

There have been many attempts at the 'perfect crime'. A lot of people believe that one New York burglar came close to success in 1969. (1) ___. Following this plan, he climbed up on to the roof of the building.

When he got on to the roof of the supermarket, he found that he could not get into the building. (2) ___. Suddenly he had a clever idea. He took off all his clothes and dropped them through the window into the building. (3) ___. But, surprise, surprise! The window was still too small and he still could not get through. (4) ___.

/adapted from: Stephen Pile, 'The Burglar who Called the Police', The Book of Heroic Failures/

- a) So perhaps I shouldn't open my mouth at all?
- b) Oh, and that excitement! That great fun! They join their hands and begin to dance to the music of my words, and they go on like this until they almost drop dead on the floor.
- c) She laughs and laughs and laughs, until tears run down her cheeks and she stops whatever she is doing and wipes away the tears with the hanging edges of her cloth.
- d) And now, of course, there are two old people laughing and screaming with tears running down their faces. Sometimes this show continues until there are three, four, or even more of such laughing and screaming tear-faced grown-ups.
- e) Then I tell her something I have taken a long time to figure out. And then you know what always happens?
- f) And that handkerchief of hers: blue; smoothest silk; her initials in one corner. To many, just a fine piece of cloth. To me, the horrid instrument to hide the hideous laughter at my words, my innocent language she hates so much.
- g) Admittedly, such a double response to a child's utterance would discourage him/her from ever expressing their opinion again.
- h) I find something quite confusing in all this.

Заполнение пропусков в тексте, содержащем сложные грамматические и лексические структуры

9

В данном ниже тексте заполните пропуски (1–8) подходящими по смыслу словосочетаниями (a–h).

(1) ___ I heard the key turning in that old rusty lock, (2) ___ a horrible thought struck me and almost knocked me off my feet: what if she was still alive? (3) ___ all the pros and cons of my life as a single person, notwithstanding being rich, handsome and clever, I was prepared to defend that status using all possible means (4) ___ one. (5) ___ the sound, a nerve-racking reminder of the years all wasted and spent, I wouldn't have gone that far. But (6) ___, the one remaining possibility suggested itself and my brain absorbed it without further ado. Today, after the whole lifetime in prison, the question arises: (7) ___ I do now what I did then? And, (8) ___, the answer is yes, I would.

- a) surprisingly enough
- b) but
- c) Having considered
- d) than
- e) No sooner had
- f) Had it not been for
- g) for all that terror and despair
- h) Would

10

Прочитайте данный ниже текст и заполните пропуски подходящими по смыслу словосочетаниями (a–d) из пунктов (1–6).

Mr Nasty and Mr Nice

(1) ___ next month's European Union Summit in Nice, France, the Government has wheeled out its big guns – the Prime Minister and the Foreign Secretary – in defence of increased powers for the EU. Big as the guns are, they are not firing in defence of the greatest of those powers: the single European currency.

After the leading Cabinet Euro-enthusiast, Peter Mandelson, has admitted that the euro is a long way from introduction here, the subject is off the agenda, (2) ___ the regular repetition of the 'if the five economic tests are met' mantra. In its place (3) ___ battle cry – a vague praising of all things European.

Exciting as this rhetoric may be, it (4) ___ address the principal Euro-sceptic concern: are we in danger of making Brussels too powerful? The answer is yes, and thus the government-inspired attacks on Euro-sceptic media are far from satisfactory. (5) ___ the Government can no longer produce a positive argument for the EU and the euro, it has switched to a negative campaign, demonising its opponents. However, considering both the complexity and the obscurity of the EU's workings, it (6) ___ on clarification and illumination of those issues to the public. ■

/adapted from: 'Mr Nasty and Mr Nice', The Daily Telegraph/

- 1. a) As a result of c) In preparation for
b) Had it not been for d) In an attempt to
- 2. a) including c) such as
b) save for d) and so
- 3. a) is heard c) the euro becomes a
b) there came only a d) comes a familiar
- 4. a) has forgotten to c) does nothing to
b) has just one d) doesn't need the
- 5. a) Despite c) Typically
b) Given that d) Not until
- 6. a) should choose c) had better focus
instead
b) fails to concentrate d) would rather study

Задания экзаменационного типа

11

Прочитайте текст и заполните пропуски (1–7) подходящими по смыслу предложениями из пунктов (a–h), так чтобы текст был правильным в логическом и языковом отношении. Одно предложение – лишнее.

No ordinary teenager

Christiana Tugwell is not an ordinary person. (1) ___. She holds the campaign because she wants to stop the destruction of woods in south east England. Developers plan to cut out lots of trees there because they are planning to build houses. Such protests happen very often. But the surprising thing is that Christiana is only 15 years old.

Christiana first started protesting when she was only 9. (2) ___. In November 1999 she went to court because she wanted to stop the construction of 60 luxury houses near her home in Essex. Now she is living in a tent and helping to construct tunnels under the earth. When such tunnels are built, it is impossible for the developers to start work. (3) ___.

'Everybody thinks that a 15-year-old girl is mad about the *Spice Girls*, *Eternal*, *Steps* and *Boyzone*, pink and ponies. But to me pink is an ugly colour,' Christiana says. (4) ___. She hates fashion and says, 'Some teenagers get very stressed because they think they have to dress like all those stars.' Christiana was bullied at school and her mother decided to educate her at home. (5) ___. Her mum is also against the building development. (6) ___. She visits Christiana every day. Christiana is angry about the building project and thinks more people should be trying to help the environment. (7) ___. 'There are people with a lot more money and time who could do so much more than I can.' ■

/adapted from: 'No ordinary teenager', *Club/*

- a) She wears an old jumper and her hair is messy.
- b) And if the protesters are told to leave the land, they may live in these tunnels.
- c) Christiana and her mother are now living in a tent.
- d) She supports her daughter, but she didn't want her to go camping.
- e) Her first campaign was against the fast food industry.
- f) In this way, Christiana could learn a lot about her real heroes, Martin Luther King and Gandhi.
- g) She is the leader of an environmental campaign.
- h) 'I'm only 15 and I've managed to organise this,' she says.

12

Прочитайте текст и заполните пропуски (1–10) подходящими по смыслу предложениями из пунктов (a–l) так чтобы текст был правильным в логическом и языковом отношении. Два предложения – лишние.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

My relationship with Mike is founded on admiration and envy. (1) ___. I think it's to do with him being an intellectual. He can explain philosophical dialogue as though he's talking about marmalade.

When I came back from Guyana to London at the age of seven,

everyone was a stranger. (2) ___. Incredibly beautiful women floated in and out of his room, like Hilary and Valerie, who looked like the two women from *Abba*, with flowing hair and high boots. Mike had one foot in our mundane working-class world and the other in this exotic world of glamorous women and books. (3) ___.

At 13 I went back to a school in the West Indies, and when I returned to London at 17, Mike was the only person I knew. On my first night we went to the Chelsea Drug Store. (4) ___ . Wow! I couldn't believe it.

After I'd graduated, I went into television, through a programme called *Skin* that was set up to answer some of the criticism that London Weekend Television wasn't covering black and Asian communities in London. Mike, meanwhile, was teaching and very unhappy. (5) ___. I had young children myself by then, and I was slightly disapproving. Our relationship became a bit strained. Then he met Jenny, who is his partner now, and all sorts of other things fell into place for him. He became a writer.

(6) ___. But earning a living from it has been incredibly difficult for him. Neither of us has felt truly recognised or valued, but Mike more so than me. (7) ___. And that means you are always on trial – it's an exhausting way to live your life. Recently *The Guardian* lined up reasons for and against me becoming mayor of London. (8) ___. What kind of reason is that?

Mike's books are the best evocation of London since Dickens. (9) ___. It's as if he's serving a lifelong apprenticeship, and I feel hurt on his behalf.

Mike created opportunities for me that had never been open to him. He could have become very bitter about that, but he hasn't. In our family there are those who are pragmatic and those who entertain and feed our souls. (10) ___. I pay the rent and he's the emotional one who makes life worth living.

/adapted from: Ann McFerran, 'Relative values', *The Sunday Times Magazine/*

- a) But in spite of his achievements, like winning the crime-writer award, he isn't recognised.
- b) He was very unsettled, and he'd separated from his elder son's mother.
- c) Mike finds that reason infuriating.
- d) I envy his capacity to write books, and I envy his ability to make people fall in love with him – and not just women.
- e) Whatever I've done here, I've pretty well always been the first black person to do it.
- f) There I was, a boy from a little Caribbean fishing town, at a club on the King's Road.
- g) I'm the former; Mike's the latter.
- h) But I was still his little brother, and he laughed at my jokes.
- i) Mike was 10 years older than me, and I thought he was very glamorous, bohemian and intellectual.
- j) Being black was a 'plus'.
- k) His room was always full of books.
- l) For Mike, being a writer isn't just a task, it's an identity.

4.

Задания на множественные соответствия (Multiple Matching)

В этом разделе вы узнаете:

- как работать с текстом, чтобы выполнить тест на подбор соответствий предложенных вариантов прочитанному тексту (Matching test);
- как выполнять такой тип заданий.

Ключ к успеху

- В задании такого типа вам необходимо соединить с текстом различные элементы, такие как заголовки, фразы, вопросы, утверждения, комментарии к тексту. Каждый из этих элементов требует особого подхода при выполнении задания:
 - ✓ заголовки и фразы – постарайтесь быстро определить основную идею текста или его частей;
 - ✓ вопросы – постарайтесь найти в тексте место, к которому относится вопрос;
 - ✓ утверждения – найдите в тексте ту же информацию, которая иначе выражена;
 - ✓ комментарии – постарайтесь определить тип текста и его функцию. Если вы соединяете, например, краткие комментарии с различными частями текста, постарайтесь быстро определить тип текста (например, справочная информация) и какую функцию выполняет каждая из его частей (например, объяснение последовательных стадий использования какого-либо механизма).

Начиная выполнять такое задание, определите, что нужно соединить с текстом. Затем используйте соответствующий прием.

- В этом типе тестов могут намеренно содержаться один или более дополнительных заданий, которые не подходят для данного текста. В этом случае определите, какие задания соответствуют тексту, а какие нет.

- Иногда в таком тесте вам нужно соединить различные задания не с одним, а с несколькими отдельными текстами. В этом случае необходимо быстро определить типы этих текстов. Если среди них вы находите, например, рекламное объявление или письмо, их характерные черты помогут вам соединить соответствующие элементы.
- В некоторых случаях в такого рода тесте вам нужно сгруппировать задания и соединить их с несколькими (двумя или тремя) различными текстами. Начните выполнение задания с чтения вопросов задания и их смысловой группировки. Затем приступайте к чтению текста. Понимание содержания и стиль вопросов задания поможет быстрее соотнести их с соответствующими текстами. Например, элементы, относящиеся к спортивным соревнованиям или театральной рецензии, всегда различаются по теме и стилю. Постарайтесь соединить элементы, которые кажутся подходящими для различных текстов. После такого предварительного отбора будет легче прочитать текст и убедиться, что ваш выбор правильный.
- В этом задании иногда нужно соединить различные тексты с информацией об особенностях их потенциальных читателей. В этом случае сконцентрируйтесь на образе “идеального” читателя каждого текста и найдите подтверждение ваших предположений в самом тексте.

Предварительный анализ заданий и текстов

1

Прочитайте данный ниже текст. В пунктах (1–4) выберите правильный ответ (a–b). Подтвердите свой выбор.

Mr William A. Gold of Australia became the most unsuccessful writer of all time when a Canberra newspaper paid him 28 pence for his work. This reward came on 24 May 1974 after eighteen busy years, writing more than three million words. Mr Gold was fifty-one at that time. His only other success was sixteen years before that. A small local newspaper asked him to write a short piece. But they did not pay him for it. ■

/adapted from: Stephen Pile, The Book of Heroic Failures/

1. Which title best sums up the main idea of this text?
 - a) The Least Successful Writer
 - b) How to Lose Money in Australia
2. What is the main function of this text?
 - a) to teach us a lesson
 - b) to make us smile
3. What kind of text is it?
 - a) an article
 - b) an anecdote
4. Which information can be found in the text?
 - a) Mr Gold was thirty-three when he started working on his text.
 - b) Canberra newspapers pay new authors 28 pence for each text.

2

Прочитайте данные ниже текст и вопросы (a–c). Выберите вопрос или вопросы, ответы на которые вы можете найти в тексте. Затем сформулируйте свой вопрос к информации, подчеркнутой в последнем предложении.

An Arizona couple have become the legal parents of six boys and four girls, ranging from 4 to 17, one of the largest groups of siblings to be adopted together. Phoenix police found the children in 1995 fending for themselves after their mother had abandoned them. ■

/adapted from: 'World in Brief', The Times/

- a) When did the couple decide to adopt children?
- b) In which city in the US were the children found?
- c) What makes the adoption unusual?

Исключение словосочетаний и предложений, которые не соответствуют тексту

3

Соедините отрывки интервью (1–5) с соответствующими темами (a–f). Одна тема – лишняя. Определите, почему она не соответствует ни одному из отрывков.

(1 ___) I spent two years at a boarding school where I was one of only a few black teenagers. I felt that I didn't really belong. For many years I was too afraid to sing in public.

(2 ___) When I was little I had this really funny voice. Every time I talked, the kids laughed – so I stopped talking. If I wanted to say something to someone, I wrote a letter to them.

(3 ___) If you are successful, then maybe people will like you. You look at all the famous people and everyone likes them. I wanted to be famous because I felt so lonely.

(4 ___) I took classical piano lessons for seven years, but I also listened to rock music. I learnt to like and understand all kinds of music just by listening to them.

(5 ___) One day in Los Angeles I was asked to sing and people told me I was great! Important people started calling me, but I still couldn't believe they really liked me.

/adapted from: 'How life is for Macy', Club/

- a) Favourite music
- b) Need for success
- c) Becoming famous
- d) Being different from others
- e) Feeling lonely
- f) Being afraid of talking

4

Соедините отрывки статьи (1–4) с соответствующими заголовками (a–f). Два заголовка – лишние. Определите, почему они не соответствуют ни одному из отрывков.

(1 ___) *Dobedo* is the latest Internet craze in Sweden and it has just arrived here. It is an improved version of a chat room.

(2 ___) For the uninitiated, 'chatting' is almost as old as the Internet itself. Like-minded people usually set up chat rooms so that they can discuss, or argue about, as the case may be, a hobby or sport. Some discussions go on for years without the participants actually meeting face to face.

(3 ___) The trouble is that chat rooms can be a bit discouraging for the newcomer. The people who know what they are doing aren't always welcoming, and they chat in an impenetrable sort of jargon.

(4 ___) *Dobedo*, on the other hand, is simple to use and very friendly. All you do is sign on, choose a character and start chatting. There are 14 main rooms and lots of fun features to try. ■

/adapted from: Georgia Cameron-Clarke, 'Weekendwebsite', The Daily Telegraph Weekend/

- a) A beginner's guide to chatting
- b) The new chat room's features
- c) An impressive invention from Sweden
- d) Problems facing a chat-room novice
- e) A new chat fad on the Internet
- f) Surprises for the newcomer

Соотнесение заданий с несколькими текстами

5

Соотнесите вопросы (a–e) с текстами (1–4) (стр.111–112). Один вопрос – лишний. Определите, какие характеристики текста помогли вам сделать правильный выбор.

1 * * * * *

A cold and frosty day, although it will stay mostly dry with sunny periods and just a few isolated snow showers. A light westerly wind.

/adapted from: 'Weather', The Daily Telegraph/

- 2 In a saucepan, cook the chopped apple with the cinnamon and 100g of sugar until the fruit has disintegrated and is completely smooth.

/adapted from: Alastair Hendy, 'Unexpected windfall', The Sunday Times Style/

- 3 In early August, Saturn, the planet of order and achievement, moved into Gemini, and you began thinking again about many areas of your life. ■

/adapted from: Shelley von Strunckel, 'Scope', The Sunday Times Style/

- 4 Departure of flight **0784** to **Geneva**.
Passengers are kindly requested to proceed to **Gate 16**.

Which of these texts

- a) instructs us how to prepare something to eat?
- b) explains why eating apples is important?
- c) describes what the stars say about our life?
- d) informs us where to go in the airport?
- e) tells us what the weather will be like?

6

Соотнесите каждый из приведенных ниже текстов (1–4) с двумя вопросами (a–i). Один вопрос – лишний.

- 1 To maintain the water flow, we have to disturb the traffic flow. Drivers are kindly requested to turn left and proceed as suggested on the information board. We apologise for any inconvenience.

- 2 **An attractive detached Victorian house** in a fine location in the country enjoying exceptional views of the South Downs. Price: only £385,000.

/adapted from: The Sunday Times classifieds/

- 3 **Ambitious Vietnam-era drama** about three friends from a Pennsylvania steel town who join the army but come through the experience in very different ways. An exceptional Robert De Niro stars as the central character of the story. ■

/adapted from: SW, 'Film Choice', The Sunday Times Culture/

- 4 In the afternoon, the teachers conducted a quiz about the behaviour of young children, adolescents and adults. This was a test of how well they know their learners, if they understand what makes them tick as a group, and how boys differ from girls.

/adapted from: Peter Whiley, 'MAD SIG Day', IATEFL PL Newsletter/

Which text

- a) advertises a place to live which we might buy?
- b) emphasises the unique contribution of one individual?
- c) offers a critical opinion of an artistic venture?
- d) brings evidence to suggest that the present-day situation is unbearable?
- e) reports on a public event for a specialised audience?
- f) announces certain changes to the members of the public?
- g) is about an initiative undertaken to better understand other people?
- h) offers something at a reasonable price?
- i) seems to imply that the present discomfort is justifiable?

Выбор элементов, относящихся к разным текстам



Данные ниже пункты (a–f) относятся к двум разным текстам. Определите, что может относиться к одному тексту, а что – к другому. Подумайте, что помогло вам сделать выбор.

- a) Scientific influences on Wells' views
- b) A new scientific discovery
- c) An outline of the experiment
- d) Creative use of science in literature
- e) An ill-timed meeting of two novelists
- f) A series of failed experiments



Прочитайте тексты (1–2) на страницах 112–113 и проверьте правильность своего ответа на задание в упр. 7. Затем соотнесите вопросы (g–k) с данными текстами. Один вопрос – лишний.

Текст 1

After a search lasting three decades, scientists may have tracked down the most sought-after prize in particle physics. The Higgs boson, nicknamed 'God's particle' by some researchers, has been detected in experiments carried out by researchers at Cern in Geneva.

The Cern experiment involved accelerating tiny sub-atomic particles called electrons and positrons to near light speed and then destroying them by smashing them into one another.

In 11 years of experiments, scientists at Cern were unable to find the elusive particle. They decided their machine was incapable of achieving the high energies needed and that it would have to be replaced.

With the threat of being beaten in the race by an American team, the Cern scientists pumped far more energy into their machine than they had ever dared – and have been rewarded by about half a dozen images bearing all the hallmarks of the Higgs boson. ■

/adapted from: Jonathan Leake, 'Scientists find "God's particle"', The Sunday Times/

Текст 2

Studying science had given Wells a strong sense of the conflict and contradiction between the ruthless indifference of Nature and the hopes and needs of humanity. This sentiment was in fact very close to Conrad's view of the world. Wells had expressed this vision with great imaginative power in a sequence of science-fantasies that had already brought him, at the age of thirty-two, fame and comparative fortune. Unlike Conrad, however, he was not by nature deep or pessimistic, and he was already beginning to turn into the tireless social reformer of his middle years. Thus at the time of his meeting with Conrad he was moving away from what might have been their common ground. That's why, as he said, 'We never really "got on" together. I was perhaps more unsympathetic and incomprehensible to Conrad than he was to me. I think he found me philistine, stupid and intensely English.'

/adapted from: Roger Tennant, Joseph Conrad: A Biography/

- g) What pushed the scientists to try even harder?
- h) Why did the two men disapprove of each other?
- i) How many phenomena looking like 'God's particle' have been traced?
- j) What made the encounter ill-timed?
- k) Why couldn't one of the men understand the other one?

Определение адресата текста

9

Прочитайте данный ниже текст и пункты (a-f), которые определяют его потенциального читателя. Выберите пункты, которые соответствуют тексту. Подумайте, почему вы хотите исключить остальные.



And so a nation waits with almost overwhelming lack of interest for the Sydney Olympics. I can't remember an Olympiad that has elicited less enthusiasm. The only excitement is the slender promise that one of our medal hopefuls, the rowing champion, might be eaten by a shark, making him armless and legless. How come we always excel at the really

dull sports? What can be worse than watching someone go backwards across a lake? Ah, watching someone go backwards across a frozen lake. And I seem to remember that one year we all had high hopes of a small boring guy, and he never did what he promised, which seems to sum up the nation's collective sporting achievements perfectly. ■

/adapted from: A.A. Gill, 'Blondes really do have less fun', The Sunday Times Culture/

This text is addressed to someone who

- a) has got a special sense of humour.
- b) knows a lot about British sportswomen and men.
- c) appreciates irony and understatement.
- d) shares with the author a positive opinion of British sport.
- e) is a fan of great sports events.
- f) understands what can make some sports events boring.

10

Соотнесите каждый из данных ниже текстов (1-4) с двумя пунктами (a-i). Один пункт – лишний.

1 Still waiting for a Stakeholder pension? The longer you wait, the less it will be worth when you come to retire. So the message is 'start now!' But what happens if you are waiting for a new Stakeholder plan? Take a look at the new Equitable 2000 Pension Plan and see how you think it measures up.

/adapted from: The Sunday Times advertisement/

2 Career crossroads? Why work for someone else when you could work for yourself? Working in conjunction with the world's largest Business Services and Network, you can build a secure and profitable business, create a fascinating and rewarding lifestyle and benefit from the massive growth of e-commerce.

/adapted from: The Sunday Times advertisement/

3 Most people don't know what they are really looking for in life. But you do. Many accept second best all too easily. But you would never do that and nor would I. This much at least we have in common. 35 years old, good looking, professional male, slightly shy, dark hair, medium height and build, seeks the female who believes this could have been written especially for her.

/adapted from: The Sunday Times Style classifieds/

4 Wanted urgently: Show Bedrooms. Our beautiful new furniture designs are soon to be introduced. Prior to our launch we will fit a luxury bedroom in your home at a substantially reduced cost. All we require is that you allow us to take a photograph of your beautiful new bedroom and show it to 3 of our potential purchasers. Please note, this is a genuine offer, available only to a limited number of discerning clients.

/adapted from: The Sunday Times Style advertisement/

This text will be interesting to someone who

- a) has just retired.
- b) is looking for a partner.
- c) has already invested some money.
- d) wouldn't mind his/her privacy being invaded.
- e) is interested in improving the quality of both professional and personal life.
- f) has some knowledge of financial markets.
- g) knows how to cope with electronic communications systems.
- h) wants to re-furbish his/her home.
- i) is rather determined and clear about his/her goals in life.

Задания экзаменационного типа

11

Подберите заголовки (a-i) к фрагментам текста (1-8).
Один заголовок – лишний.

Britney Spears

is one of the most popular and most controversial stars of the new millennium. You love Britney or you hate her. Here are some reasons people give for these feelings.

I love Britney Spears because ...

(1 __) She's like a normal teenager. She has problems like anybody else. She gets spots. She goes crazy about movie stars. She once said: 'I want to be an artist that everyone can make friends with: young, happy and fun.'

(2 __) She openly admits she doesn't sing everything herself but that's because she dances so much on stage. It would be impossible for anyone to sing and dance at the same time like she does.

(3 __) She wrote all the lyrics to *Dear Diary!* on the new CD. And she wants to write the music for her songs too. She says: 'I always have melodies in my head. Usually in the bathtub.'

(4 __) The new album is talking about being true to yourself and powerful. The message is 'what you see is what you get'. That sums up Britney. She's a new Girl Power for the new millennium.

I hate Britney Spears because ...

(5 __) You watch her on the stage and her lips aren't even moving with the voice that's singing. It's horrible. Even her record company said she couldn't sing when they first heard her!

(6 __) How much of that body do you think is real? It's all implants and plastic surgery. She makes girls feel ugly. They may think that they have to look like Britney Spears and dress like her or else they're nobody.

(7 __) She's like a can of Pepsi. It seems that her music is prepared in a laboratory by a clever manager who knows that what people really want is sex.

(8 __) Her first top single *Hit Me Baby One More Time* encouraged people to be aggressive and 'hit' others. In the end the record company even changed the title to just ... *Baby One More Time*. ■

/adapted from: 'I do not see what the big hoopla is about', *IT's Magazine*/

- | | |
|--------------------------|---|
| a) She's just a product. | g) She looks great. |
| b) She's honest. | h) She's a bad influence on young people. |
| c) She's strong. | i) She's like any other young person. |
| d) She can't sing. | |
| e) She's talented. | |
| f) She's not real. | |

12

Соотнесите данные ниже отрывки (1-5) с двумя вопросами (a-l) для каждого из отрывков. Два вопроса – лишние.

1	2	3	4	5

Console Yourself

(1 __) *SSI* has done it again. The master of war strategy titles, such as *Panzer General II*, has completed the game that everyone wanted to see, *Soldiers at War*. If you have ever fantasised about living out some of the most dangerous commando missions of the Second World War, then your time has come.

(2 __) *Soldiers at War* is a military history at your fingertips. Select a crack team of eight men, equip them with major weapons, such as a panzerfaust, a bazooka, or even a flame-thrower, and take them into such scenarios as the assault on Monte Cassino, D-Day, or even taking out a V-2 rocket.

(3 __) As you make your way around the carefully plotted maps there are enemy tanks round some corners and machine-gun-bearing Nazis round others. As role-playing games go, this is one of the most inventive yet.

(4 __) The graphics are a lot like those of *Fallout*. Each character has its own weight, height and stamina, as well as different uniforms, facial hair and voice. The only downfall is the slow response time, but as the game is turn-based, this is not a huge problem. If all this isn't enough, you can design your own mission, then play it against up to four of your friends via network or up to four strangers on the Internet.

(5 __) With this little piece of history, everyone can enjoy battling the enemy until the cows come home. *Soldiers at War* is yet another smash hit from *SSI* – let's hope it's not the last.

/adapted from: David Gordon 'Console Yourself', *The Independent*/

- How long can it take to play the game?
- What makes the game similar to another one?
- What kind of games does *SSI* specialise in?
- What do you have to do before your soldiers can start fighting?
- What makes *Soldiers at War* more complicated than other role-playing games?
- What helps you find your way as you play?
- Which huge military conflict is the game about?
- Why do you need four people to play the game on the Internet?
- What does the game make very easy to learn?
- Why is the game's weakness not a real problem?
- What are the enemies equipped with?
- What can we hope *SSI* will do next?

5.

Установление логической последовательности (Sequencing)

В этом разделе вы узнаете:

- как работать с текстом, чтобы выполнить задание на установление логической последовательности текста / на расположение отрывков текста в правильном порядке;
- как выполнять такой тип заданий.

Ключ к успеху

- При выполнении заданий такого типа необходимо хорошее понимание всех особенностей текста, что поможет расположить части текста в правильном порядке. Обращайте внимание на союзы, личные местоимения и другие слова, соединяющие части текста.
- В начале выполнения задания определите первое предложение текста. Специфические характеристики текста, такие как представление темы (В этом тексте говорится о...) или описания людей, упоминающихся в нем, помогут правильно выполнить задание. Обратите внимание на порядок слов и грамматические формы, использованные в тексте – первое предложение имеет более упорядоченную и четкую структуру.
- Работая над следующими частями текста не ищите каждое следующее предложение, а лучше постарайтесь найти связь между различными парами или группами предложений. Это поможет вам быстрее расположить в нужном порядке более объемные части текста. Определяя заключительную часть или последнее предложение, проверьте, есть ли между ней/ним и предыдущей частью/предложением логическая связь, и содержится ли там вывод, соответствующий содержанию текста.
- Если в процессе выполнения задания вам попадаются предложения, которые, как вам кажется, никуда не подходят или могут быть использованы в нескольких местах сразу, отложите их до конца выполнения задания. После того как вы расположите в нужном порядке большую часть текста, вам будет легче определить, куда поставить эти предложения.
- Если вам нужно расположить в правильном порядке большие по объему части текста, обратите внимание на особенности данного типа текстов, намерения и стиль автора. Очень часто в тексте встречаются скрытые подсказки, которые помогут вам проследить ход мыслей автора.

Особенности текста

1

В текстах (1 и 2) предложения (A–G) расположены в неправильном порядке. Расположите их в логическом порядке. Какой текст легче расположить в правильном порядке? Укажите слова, которые помогли вам выполнить это задание.

Текст 1

- A Janet and Billy went for a walk together. —
- B Janet and Billy got lost in the forest. —
- C Janet had a mobile phone. —
- D Janet and Billy went for a walk in the forest. —
- E Janet's mobile phone helped Janet and Billy get out of trouble. —
- F The forest was dark. —
- G Janet and Billy didn't know the forest. —

Текст 2

- A They went for a walk in the forest. —
- B But Janet had a mobile phone. —
- C However, they didn't know it. —
- D Janet and Billy went for a walk together. —
- E Thanks to it, they got out of trouble. —
- F It was dark. —
- G So they got lost. —

2

В данных ниже текстах предложения (A–F) расположены в неправильном порядке. Расположите их так, чтобы текст был логически и грамматически правильным. Подумайте, какие особенности текста помогли вам найти связи между предложениями.

Should space exploration be continued?

(A __) However, sceptics are quick to point out that such hopes were already ruined many times in the history of mankind, and colonies in space would probably not fare any better than those on the Earth in the past.

(B __) First of all, from an economic point of view, the money invested in space research and technology would certainly benefit humanity in general.

(C __) But this might also create excessive competition among those countries which would threaten the political stability here, on our planet, even before we explore, not to mention inhabit the distant worlds.

(D __) Considering these social issues, it might be argued that other planets could provide more living space and better potential for the development of human kind.

(E __) The question is whether this money should not be spent in other areas, for example, to improve living conditions of the poor of the world.

(F __) Ultimately, one can focus on the political advantage of space exploration which is that the rich countries of the world could put their technical know-how to good use.

Определение первого предложения

3

Данные ниже предложения (A–D), которые составляют начало истории, расположены в неправильном порядке. Найдите первое предложение текста. Подумайте, что помогло вам сделать правильный выбор. Определите правильный порядок остальных предложений.

(A __) Maybe that is why any time I don't finish eating my fish, Nana says, 'You, Adjoa, should always eat what they give you ... you don't know what problems there are in this life ...'

(B __) This place, Hasodzi, lies in a very fine valley. But it is always suffering from the dry weather, which is a curse throughout Africa.

(C __) Why 'problems'? As far as I can see, there is only one problem.

(D __) I was born in Hasodzi; and it is a very big village in the central region of our country, Ghana.

/adapted from: Ama Ata Aidoo, 'The Girl Who Can'; *Literary Cavalcade*/

4

Из данного ниже научного текста извлечено первое предложение. Выберите предложение (a–c), которое соответствует тексту. Подумайте, какие особенности текста помогли вам сделать выбор.

____. The picture, captured by a high-speed camera, has been seen so far only by a number of leading brain scientists. It shows electrical signals that form the thought travelling across brain cells at more than 250 miles per hour. This extraordinary glimpse into our minds will be seen in slow motion in *Brain Power*, the fifth programme in BBC's *The Human Body* series. Andrew Thompson, the series's producer, said: 'What the public will be seeing is the collection of more than 1,000 nerve cells working in synchronicity that gives us our thoughts.' ■

/adapted from: J. Thornton and S. Blackhall, 'Here's a thought ... and what it looks like'; *The Sunday Telegraph*/

- a) Pictures of a thought in slow motion have been shown to millions of viewers.
- b) A thought has been photographed for the first time as it flashes through the brain.
- c) A thought has just been discovered to be little other than 1,000 nerve cells.

Расположение отрывков текста в правильном порядке и определение последнего предложения

5

Данные ниже отрывки (A–D) взяты из одного текста. Расположите их в правильном логическом порядке. Из предложений (1–2) после текста выберите то, которое должно быть последним в тексте. Объясните свой выбор.

(A __) She couldn't think about anything else apart from her favourite video game, *Quake*. She played it all the time, whenever she could, until she became brilliant at it.

(B __) Sounds too good to be true? It's not. In fact, it is a real-life story which shows a new tendency in the computer industry.

(C __) Finally she went to Dallas, met the creator of the game and he offered her a job. Now she earns \$65,000 a year and she helps to create online games such as *Quake*.

(D __) Stevie Case, now aged 23, was a worry to her parents when she was in high school. She suddenly fell in love.

/adapted from: Jules Spiketon, 'Jobs on a small screen'; *Current*/

- 1. Many companies are looking for young people who eat, breathe and sleep computers.
- 2. You may be embarrassed to ask for help but if you've got good contacts, use them!

6

Данные ниже четыре набора предложений (A–D) составляют одну историю. Расположите предложения в каждом наборе в правильном порядке. Затем соедините предложения, чтобы получился логически связный текст. Затем из предложений (1–3) выберите то, которое должно быть последним.

Набор А

- a) This one has been washed up alive.
- b) I think it's called a leatherback turtle.
- c) Today I found a turtle.
- d) I found one once before, but it was dead.

Набор В

- a) There were gulls gathering.
- b) I pulled away more of the seaweed and saw they had been at him already.
- c) They were silent, watching, waiting; and suddenly I knew what they were waiting for.

Набор С

- a) I started pulling the seaweed off him, but the loud shriek forced me to look around.
- b) He was upside down on the sand.
- c) I thought at first he was just a piece of wood covered in seaweed.

Набор D

- a) What could have happened to him if the gulls had been given another chance?
- b) In fact, he was more dead than alive.
- c) There was blood under his neck where the skin had been pecked.

/adapted from: Michael Morpurge, 'The Wreck of the Zanzibar', *The Children's Book of Books*/

- 1. Father said there'd be plenty of turtles after a storm.
- 2. I had got there just in time.
- 3. His eyes were open, wide open.

Связи между частями текста

7

Во втором предложении данного ниже текста дано только начало. Используя подсказки в следующих предложениях, закончите это предложение так, чтобы оно соответствовало всему тексту по смыслу, и было грамматически правильно.

Can you earn as you learn?

Approaching the end of your student days and leaving your university can seem like an ultimate horror. No surprises, then, at _____

No surprises either at the usual reaction of friends and family: don't even consider postgraduate study if you think paying for your tuition and/or living expenses of an undergraduate degree has been hard work. Your university department will also be quick to inform you that the financial assistance for a postgraduate student is not easily available at all. ■

/adapted from: Emma Williams, 'Can you earn as you learn?', *The Independent*/

Лишнее предложение

8

Прочитайте текст. Определите, куда поместить предложения (1–2). Объясните свой выбор.

- 1. If you have children, include food, drink and toys in your hand luggage.
- 2. Hauling heavy cases around in hot weather is no fun.

BEATING THE STRESS FACTOR



If you want to reduce stress connected with holidays, do your packing early and don't take too much luggage. A sensible rule of thumb is to lay out everything you think you will need and only allow yourself to pack half. Ensure that your hand luggage contains a change of clothing suitable for your destination, together with a washing kit. If your luggage goes astray at least you can brush your teeth! And pack a jumper. Air-conditioning can make even Mediterranean airports chilly at night. ■

/adapted from: P Barrett and C. Cadwalladr, 'Beating the stress factor', *The Daily Telegraph*/

Расположение более крупных частей текста в правильном порядке

9

В данном ниже тексте, в каждом абзаце даны несколько фраз в скобках. Выберите те, которые соответствуют контексту и сделают текст логически правильным.

Dougray Scott has the kind of looks that opens doors, and the kind of manner that slams them right back in your face. The 32-year-old actor is one of the most reluctant celebrities you could hope to meet.

- (1) (**So famous / So reluctant / Such a celebrity**), in fact, that almost nobody can recognise him. Few people realise this is the man who has been described by the *Hollywood Reporter* as 'probably the only young British star that the studios would give a leading role to'.
- (2) (**Yet / Suddenly / Unfortunately**) here he is, straight from rehearsals of a debut play by an unknown writer at a small London theatre. He avoids eye contact and sits out the initial small talk with a pained 'What-am-I-doing-here?' expression.
- (3) (**However / Indeed / Surprisingly**), the word 'celebrity' itself causes him to flush dark with irritation. 'I'm an actor. I want to be judged on my work, not on the number of flash suits in my wardrobe', he points out forcefully.

/adapted from: Louise Gammon, 'From Mi:2 to crewing a tank: Dougray Scott's career is really smoking', *The Sunday Times Culture*/

10

В данном ниже тексте части (A–F) расположены в неправильном порядке. Расположите их в логическом порядке, чтобы текст выглядел законченным.

(A __) Then it also appeared that, once you find yourself in the area, there are a couple of things worth visiting. For example, you might consider the Real Fábrica de Tapices, which houses a bevy of handmade tapestries dating from the 16th century, many of them based on Goya's works, and is still turning out tapestries today.

(B __) But then maybe it's precisely because there are so many great bars and restaurants in each area that there's no need to look elsewhere.

(C __) Nevertheless I decided to venture outta my 'hood this month, to discover what the area of Menéndez Pelayo had to offer. Like any good journalist (well, I try), I did my research (i.e. asked my Spanish mate who lives there) a bit about the place.

(D __) It's always struck me as kind of weird, that in a city as small as Madrid, going-out-wise people tend to stick quite firmly to their district. In London, people think little of travelling halfway across town to have an overpriced glass of wine in the latest IT bar.

(E __) Firstly, it turned out that Señor Pelayo was a bit of a clever chap who wrote the Spanish equivalent of the *Encyclopaedia Britannica* and had an international university in Santamander named after him.

(F __) You can have a tour of the manufacturing process and even buy one if you've got rather a lot of loose change. And down the road you check out the tombs of the 19th century Spanish politicians in the Pantheón de las Hombres Ilustres.

/adapted from: Debbi Christophers, 'Terra Cascajosa: Restaurantz in the 'hood', In Madrid/

Задания экзаменационного типа

11

В данном ниже тексте части (A–F) расположены в неправильном порядке. Расположите их в логическом порядке, чтобы текст выглядел законченным.

The Maoris of New Zealand

You may know them as big men with tattoos who used to live in Australia. Let's look at some facts from the past of Maoris living in New Zealand. But first we need to answer the question about who Maoris really are.

(A __) According to the legend, they arrived there around 1350 AD from Polynesia. There had been nothing to eat and nowhere to live, so they built 10 great canoes and went on them to New Zealand, which was an uninhabited island at that time. Maoris called it Aotearoa, which means 'island of the long white cloud'.

(B __) Known in Maori as 'moko', these were common among the higher classes. People of a very high rank had tattoos on their face as well as their body. It's important to mention that Maoris used to have a complicated class system from a slave class to a royal class. But things began to change after European settlers came to the area.

(C __) The Maori people are the original New Zealanders who lived there for centuries before European settlers thought of going there. They are famous for their dances and songs, and for the special traditional dress. Their name comes from a bird they used to hunt which was called the moa. But in fact Maoris did not always live in New Zealand.

(D __) Because of that tragic situation, the Maori wrote to Queen Victoria about the damage to their land and people. The Treaty of Waitangi was signed in 1840. It gave them full rights to their land, forests and possessions. It also gave them all the rights and privileges of people of Britain. But we know today that the treaty remained a theory.

(E __) They developed a rich culture based on story telling and chants. There are many Maori stories about myths and ancestors. The Maori people also love to carve: their beautiful wood and bone carvings often tell a story. One part of the Maori culture is also the art of making tattoos.

(F __) But at first their arrival was not seen as anything bad. When British explorer Captain Cook took the island for Britain, he created a good relationship with the 'natives'. But after a while, the settlers spread disease and prostitution, and killed all the whales and seals. The Maori population was reduced by 80%.

(G __) As they say, every Maori living today can find their grand-grand-grandfathers among the people who arrived on those 10 canoes. At present New Zealand has a population of around 3.5 million and nearly 10% are Maori, the descendants of the Polynesian settlers. Now let's turn to the question of the Maoris' cultural importance.

/adapted from: J. Meyers and N. Raistrick, 'The Maoris of New Zealand', Current/

12

В данном ниже тексте части (A–J) расположены в неправильном порядке. Расположите их в логическом порядке, чтобы текст выглядел законченным.

(A) Watkins returned from his Yosemite adventure with about 30 plates and 100 stereoscopic views which were the latest fashion in those days. When the pictures were printed in San Francisco, they were greeted with enthusiastic praise.

(B) His first employer, a friend from Oneonta, was Collis P. Huntington, who would later be one of the founders of the Southern Pacific Railroad and an important patron of Watkins's in his travels as a landscape photographer.

(C) Soon he had exhibitions of his work in New York and London, and in 1863 he moved into a gallery in San Francisco. He started working with the California State Geological Survey. His Yosemite pictures became his hallmark and this was the name he gave to his gallery.

(D) He soon abandoned portraiture in favour of landscapes, and learnt to make glass-plate negatives. His first documented landscape commission, in 1858, was to take photographs of the Guadalupe quicksilver mine.

(E) Despite these personal worries, the beauty of Watkins's pictures still exists in many forms – the rhythm of the compositions, the clarity of the landscapes, the sense of fascination and admiration. Watkins's art is the way he brings all together in harmony.

(F) Watkins's second employment was in a portrait studio. The idea was that he would take a picture which would be improved by a more experienced photographer later on. But Watkins had no trouble mastering the necessary skills and began his photographic career making daguerreotype portraits.

(G) Supported by Fremont, in 1861 Watkins set off to photograph Yosemite itself. He took his equipment, including a custom-made gigantic camera, by mules. The negatives were exposed and developed on a mountainside in a primitive 'darktent', where the slightest dust could ruin them.

(H) Despite the success of these pictures and, to a lesser extent, his other work, Watkins never achieved lasting financial security. He was more concerned with travelling to make new pictures and even at the height of his fame, his debts exceeded his income.

(I) Carleton Eugene Watkins was born in Oneonta, New York, in 1829. His father, an innkeeper and carpenter, was a poor businessman, a trait that Watkins was to inherit. When he was 22, Watkins travelled to California to work in the newly developed gold mines.

(J) He then continued to document the progress of Western industrialists, who commissioned him to produce pictures of mining operations, new towns and railroad routes. One of these was Colonel John C. Fremont, a powerful landowner whose estate bordered the newly discovered Yosemite.

/adapted from: Michael Collins, 'Lost in the Wilderness', The Daily Telegraph/

Выполнение лексико-грамматических заданий

1.

Задание на ВОССТАНОВЛЕНИЕ В ТЕКСТЕ ПРОПУЩЕННЫХ СЛОВ (*Open Cloze*)

В этом разделе вы узнаете:

- что чаще всего проверяется таким типом заданий;
- как готовятся задания такого типа;
- как эффективно выполнить такого рода задания.

Ключ к успеху

- Сначала прочитайте весь текст, чтобы понять его основной смысл.
- Подумайте, что проверяется в каждом пропуске – обычно это грамматика (артикли, предлоги, формы глаголов и т.д.), лексика (устойчивые словосочетания, фразеологические единицы, идиомы) и понимание структуры предложения и текста, союзы, союзные слова и обороты.
- Обратите внимание на слова, которые стоят непосредственно перед и за пропуском и подумайте:
 - ✓ какая часть речи должна быть в пропуске (им.существительное, глагол, предлог, союз и т.д.);
 - ✓ является ли слово, которое нужно вставить частью устойчивого выражения или фразы (например, *as a matter of fact, in the way*);
 - ✓ является ли это слово частью фразеологической единицы (например, *make money risk one's head*).
- Иногда, прежде чем решить, какое слово нужно вставить в пропуск, нужно прочесть более длинную часть текста, например, если это касается союза.
- Обратите внимание на пунктуацию – после некоторых слов ставится запятая (*However, ... Moreover, ...*), другие слова, в свою очередь, никогда не встречаются после запятой (*that*).
- Избегайте заполнения пропусков словами, которые уже встречались в тексте, если только они не являются т.н. «грамматическими словами» (вспомогательные глаголы, предлоги, местоимения).
- Убедитесь в том, что слово, которое вы вставили, логически и грамматически вписывается в текст.
- Избегайте заполнения пропусков словами, которые стилистически не подходят к тексту, т.е. являются слишком разговорными или слишком официальными.
- Не вставляйте в каждый пропуск больше одного слова, если только в задании не оговаривается другое.
- Проверьте правильность написания вставленных слов.

Определение частей речи

1

В предложениях (1–4) определите, что проверяется в каждом пропуске и какая часть речи там должна быть. Затем заполните пропуски, вписав в каждый пропуск только одно слово.

1. Franklin was really interested _____ the Far East, and he was especially keen on _____ business with the Chinese.

2. I'm not terribly impressed by John's achievements but, on the _____ his work is better _____ we had expected.
3. The pilot made an _____ landing when he noticed that one of the engines was _____ fire.
4. It was at the moment when the door was _____ opened that I heard a piercing cry _____ made me jump.

2

Прочитайте текст и определите, что проверяется в каждом пропуске и какая часть речи там должна быть. Затем заполните пропуски (1–9), вписав в каждый пропуск только одно слово.

THE LEAST SUCCESSFUL ANIMAL RESCUE

The firemen's strike of 1978 made possible one of the great animal rescue attempts of all time. Valiantly, the British Army had taken (1) _____ emergency firefighting and (2) _____ 14th January they were called out by an (3) _____ lady in South London (4) _____ retrieve her cat which (5) _____ become trapped up a tree. They arrived (6) _____ impressive haste and soon discharged their duty. So grateful was the lady (7) _____ she invited them all (8) _____ tea. Driving off later, with fond farewells completed, they (9) _____ over the cat and killed it.

*/adapted from: Stephen Pile, 'The Least Successful Animal Rescue,'
The Book of Heroic Failures/*

Проверка устойчивых словосочетаний

3

Определите, какие выражения и устойчивые словосочетания проверяются в приведенном ниже тексте, основой которого послужил гороскоп. Затем заполните пропуски (1–10), вписав в каждый пропуск (1–10) только одно слово.

With Mars so active, there is no time to (1) _____ things easy this month. A family crisis may take you by (2) _____ so watch out for any signs of frustration in your partner and kids to prevent it (3) _____ any rate. When an argument does happen, try to keep (4) _____ head – this is what counts in the long (5) _____. At work, a decision may need to be (6) _____ which will influence your future career and will have a major (7) _____ on your financial situation. Your colleagues may not be very supportive (8) _____ first but if you remain self-possessed and tactful they won't (9) _____ you much harm. Romantically, try spending a little more time with your partner – all (10) _____ all, they may turn out more passionate and adventurous than you think.

Проверка грамматики и понимания структуры предложения

4

Определите, какие грамматические и синтаксические структуры проверяются в приведенном ниже тексте. Затем заполните пропуски (1–14), вписав в каждый пропуск только одно слово.

All her life, Mrs Foster had (1) _____ an almost pathological fear of missing a train, a plane, a boat, or even a theatre curtain. In other respects, she was not (2) _____ particularly nervous woman, but the mere thought of being late on occasions (3) _____ these would throw her into (4) _____ a state of nerves that she would begin to twitch. It (5) _____ nothing much – just a tiny vellicating muscle in the corner of (6) _____ left eye, like a secret wink – but the annoying thing was that it refused to disappear (7) _____ an hour or so after the train or plane or whatever it was had (8) _____ safely caught.

It was really extraordinary how in certain people a simple apprehension about a thing like catching a train (9) _____ grow into a serious obsession. At least half an hour before it was time (10) _____ leave the house for the station, Mrs Foster (11) _____ come downstairs all ready to go, with hat and coat and gloves, and then, (12) _____ quite unable to sit down, she would flutter and fidget about from room to room until her husband, who must have (13) _____ well aware of her state, finally emerged from his privacy and suggested in a cool dry voice that perhaps they had (14) _____ get going now, had they not?

/adapted from: Roald Dahl, 'The Way Up To Heaven,' Kiss Kiss/

Подготовка заданий на заполнение пропусков

5

Работа в парах. Каждый партнер будет работать со своим текстом (А или В). Не смотрите в текст своего партнера. Перепишите ваш текст, оставив 10 пропусков (5 из них должны быть связаны с грамматикой, а 5 – с устойчивыми словосочетаниями и фразеологизмами). Дайте подготовленное вами задание своему партнеру.

A

Extract from a horoscope

It is absolutely vital that you protect your own interests this month, on both personal and professional level – you just can't afford to give anything away or to lose face. However, there is no need to be too suspicious of new things and people. Just make an effort to see the world as it is, not as you fear it to be. When problems arise, don't lose control and give yourself time to think. As a matter of fact, time for reflection is indispensable, especially if you have been neglecting your personal life recently. Financial problems may not be bothering you at the moment but, to be on the safe side, try not to be too extravagant. If you spend too much now you will find it difficult to make ends meet in the future.

B

Advice in an agony column

It is practically almost impossible to be friendly with your boss, even if you had been best friends before he or she was promoted. A boss, by definition, is a superior figure and has the power to shape your working life and your career, which is not exactly what most of us look for in a friend. However, if you follow just two golden rules, your friendship may not be at risk. First of all, never discuss your private life at work – always be professional and businesslike in the office, however friendly you are after work. Secondly, do not talk about work when you meet socially – there is little worse than boring someone with business problems just as they are hoping to have a rest from them.

Задание экзаменационного типа

6

Прочитайте приведенную ниже статью. Заполните пропуски (1–21), вписав в каждый пропуск только одно слово.

What you should do now to prevent heart disease?

Do not smoke. Traditionally, men smoked (0) *much* more than women but that gap has virtually disappeared. (1) _____ girls are now smoking than boys and, among adults, women are less (2) _____ to give up than men. (3) _____ most people know that smoking can cause lung cancer, many do not realise that it is (4) _____ a major cause of heart disease. Women who smoke can also experience the menopause earlier in life and, (5) _____ oestrogen helps to protect against heart disease, it means you (6) _____ that protection earlier on.

Eat less fat and more fibre. It is (7) _____ to resist fat because we are biologically conditioned to find (8) _____ delicious. Before agriculture created (9) _____ surpluses, it made good sense for us to feed (10) _____ fat-rich food when it was plentiful and store the excess as body fat (11) _____ help us through the lean times. But evolution did not design us to eat (12) _____ amounts of fat all the time.

Up until the (13) _____ of 50, women are more protected (14) _____ heart disease than men because, thanks to their reproductive hormones, they have higher levels of HDL – the 'good' sort of cholesterol. (15) _____ this is only relative. Young women who eat fatty diets (16) _____ storing up trouble. Cutting down later – when you (17) _____ the dangerous age – will help, but it is only damage control. The (18) _____ to act is now.

The first step to (19) _____ down is to examine your eating (20) _____ honestly. Are you really as healthy (21) _____ you think?

/adapted from: Tania Unsworth, 'Heart disease and you', *Cosmopolitan*/

2.

Задание на множественный выбор (Multiple Choice)

В этом разделе вы узнаете:

- как определить в заданиях такого типа неправильные варианты;
- как выбрать правильный ответ;
- как авторы тестов подбирают неправильные варианты.

Ключ к успеху

- Перед тем как прочитать предложенные варианты ответов внимательно прочитайте задание и подумайте, как бы вы заполнили пропуск. Помните, что правильный ответ легче найти путем отбрасывания неверных вариантов.
- Когда вы рассматриваете неверные варианты, обратите внимание на следующее. Потенциально неверный вариант ответа
 - ✓ является прямым переводом аналогичной русской структуры;
 - ✓ является грамматически неверным (*must/to/do*);
 - ✓ после заполнения пропуска дает грамматически неверные или нелогичные предложения (например, гласная буква после *an*, *have* после *he*);
 - ✓ сильно отличается от других вариантов ответа (имеет совершенно другую форму или является другой частью речи);
- Обратите внимание на два или три похожих ответа (с точки зрения написания, произношения, грамматической формы) – один из них, скорее всего, является правильным.

Продумывание возможного варианта ответа

1

Прочитайте предложения (1–5) и подумайте, как можно заполнить пропуски. Вы можете вставить более одного слова в каждый пропуск. Определите, что проверяется в каждом предложении.

1. The criminal is supposed _____ the money in the forest near his home town.
2. He eats meat and drinks alcohol _____ being a Buddhist.
3. The dolphin is one of many _____ species of marine animals in our oceans.
4. If you have nowhere else to stay, I can _____ for a few nights.
5. The price of petrol has _____ for the fourth time this year.

Выбор правильного ответа

2

Заполните пропуски в предложениях из упр.1, выбрав правильный вариант ответа из четырех предложенных (a–d). Объясните, почему другие варианты являются неправильными.

1. The criminal is supposed _____ the money in the forest near his home town.
a) to hide c) hiding
b) to have hidden d) to be hidden
2. He eats meat and drinks alcohol _____ being a Buddhist.
a) although c) but
b) because d) in spite of
3. The dolphin is one of many _____ species of marine animals in our oceans.
a) frightened c) endangered
b) threatening d) scary
4. If you have nowhere else to stay, I can _____ for a few nights.
a) put you in c) put you through
b) put you up d) put you by
5. The price of petrol has _____ for the fourth time this year.
a) raised c) risen
b) rose d) rise

Определение неверных вариантов ответа

3

В приведенном ниже тесте проанализируйте варианты ответов (a–d). Попробуйте, не читая предложений, определить те, которые наверняка будут неверными (сильно отличаются от других вариантов по смыслу, по форме грамматически неверны и т.п.). Затем прочитайте предложения и выберите правильный вариант из предложенных.

- The road was so _____ that I could hardly control the car.

a) slippery	c) smooth
b) sticky	d) ice
- They discussed the issue of unemployment for hours, _____ almost made me fall asleep.

a) what	c) for
b) when	d) which
- It's a pity you didn't come to the party. I'm sure you _____ yourself.

a) may have enjoyed	c) enjoyed
b) would have enjoyed	d) can't have enjoyed
- We can meet on Friday night. I _____ my essay by then.

a) will finish	c) will have finished
b) am finishing	d) will be finish
- I'll be on time _____ the car breaks down again.

a) if	c) as long as
b) unless	d) but
- I like Adam because he's always in a _____.

a) good humour	c) good mood
b) good temper	d) good sense

4

В предложениях (1–5) укажите варианты ответов, неверных с точки зрения грамматики. Возможно, что неверными окажутся более одного варианта ответов. Затем выберите правильные варианты ответов из предложенных.

- Some members of the crew were _____ ill after they had eaten fish stew.

a) fallen	c) got
b) taken	d) feel
- John _____ when I came to the party so I didn't have a chance to see him.

a) has already left	c) had already left
b) have already left	d) was already leaving

- I'm afraid I won't come to the meeting – I have a _____ headache.

a) breaking	c) cutting
b) splitting	d) acute
- You have to _____ the book carefully before you form an opinion.

a) study	c) reading
b) through	d) examined
- My parents made me _____ the floor in the kitchen every Saturday.

a) sliding	c) to sweep
b) scrub	d) slip

Подготовка заданий на множественный выбор

5

Работа в парах. Каждый партнер будет работать со своим набором предложений (А или В). Не смотрите в текст вашего партнера. В каждом предложении выберите слово или структуру, которую вы хотите проверить и придумайте к правильному три неверных варианта. Перепишите предложения в форме задания на множественный выбор. Дайте подготовленное задание вашему партнеру.

A

- Whatever she sets out to do, she always finishes without any delay.
- You just can't figure out what I had to go through after I had left the country.
- Be punctual and work hard, unless you want to get the sack after a week.
- She must have been at least twenty kilograms overweight when I first met her.
- As the emergency exit was locked, everyone tried to get away through the main entrance.
- The government's economic policy has already caused chaos and unemployment.
- Being such a good player he was able to survive the crisis and win.
- In the end I was rather glad that they had opted to stay indoors.
- I'd rather you didn't speak Russian if we are having dinner with visitors from abroad.
- Should the landlord urge you to use less energy, just ignore him.

B

- Having solved the first difficult problem he went quite quickly through the rest of the exam.
- No sooner had we entered the house, than a thunderstorm began.
- Several cars, whose owners were careless enough to leave them outside, were damaged.
- As soon as the first act ended we knew that the play was not quite what we had expected.
- How kind of you! But you really needn't have brought me a present.
- He stopped drinking whisky when he had been charged for drink-driving.
- A two-year-old child is perfectly capable of understanding what you want from them.
- Cancer remains a fatal disease despite scientists' efforts to find an appropriate treatment.
- Claudia* is the cheapest and most sentimental soap opera that has ever been made.
- The standard of the new library doesn't quite come up to people's expectations.

Задание экзаменационного типа

6

Прочитайте текст с пропусками, обозначенными номерами 1–14. Эти номера соответствуют заданиям 1–14, в которых представлены возможные варианты ответов. Обведите букву a), b), c) или d), соответствующую выбранному вами варианту ответа.

Образец: 0. a) that c) with whom
b) whose d) whom

Remember Mary McDonald, (0) _____ we met in Krasnoyarsk last year, in September? That girl from Canada. Nobody liked her, did (1) _____? She was so arrogant! When you talked to her she never (2) _____ attention – she just didn't listen, she (3) _____ fidget and look away. I hated talking to her.

I have recently heard a great story about her. One day she was feeling a bit (4) _____ the weather and decided to go climbing on her own. Never before (5) _____ such a stupid thing. It was very dangerous, she (6) _____ killed herself. She

hadn't had much experience in climbing earlier. She wasn't used (7) _____ alone either and, predictably, got stuck in the middle of the climb. She tried to call for some help but all (8) _____ vain. She was gradually getting colder and more hungry. She wished she (9) _____ some food with her. Around midnight the situation got (10) _____ control: it was really cold and she was all stiff from crouching in one position. She panicked and started to scream (11) _____ she knew that this (12) _____ provoke an avalanche. She was finally rescued by a group of climbers the next morning. Nice story, (13) _____?

I think it was a (14) _____ point in her life. Apparently, she has never gone climbing again, she doesn't even go to the mountains anymore.

- a) anybody c) she
b) he d) they
- a) drew c) focused
b) turned d) paid
- a) liked c) was
b) would d) always
- a) under c) in
b) out of d) off
- a) I heard c) had I heard
b) I have heard d) have I heard
- a) must have c) had to
b) could have d) was able to
- a) to climb c) to climbing
b) climb d) climbing
- a) in c) to
b) on d) for
- a) would have c) have
b) had d) had had
- a) under c) out of
b) away from d) off
- a) even though c) despite
b) in spite of d) however
- a) should c) would
b) must d) might
- a) right c) no
b) isn't it d) what
- a) turning c) cutting
b) breaking d) changing

3.

Задания на употребление правильных глагольных форм

В этом разделе вы узнаете:

- как работать с заданиями на употребление правильных форм глаголов, данных в скобках;
- какие глагольные формы могут проверяться такого рода заданиями.

Ключ к успеху

- Подумайте, какую форму глагола имел в виду автор – личную (видо-временную), инфинитив, герундий или причастие.
- Посмотрите, нужна ли вам форма активного или пассивного залога.
- Определите, относится ли действие, выраженное глаголом, к настоящему, прошедшему или будущему. Если оно описывает то, что случилось

до других событий, вам нужно использовать форму Past Perfect или перфектный инфинитив. Если же относится к будущему, возможно, вам понадобится форма Future in the Past.

- Всегда проверяйте, не сделали ли вы тривиальных ошибок по невнимательности (/he have/, /can to go/).

Повторение форм глагола

1

Заполните пропуски в приведенных ниже предложениях правильной формой глагола *ray*. Назовите те формы, которые вы употребили.

1. I didn't remember _____ for the telephone and my line was cut off.
2. Just as I _____ for the meal, the manager came and said there was an error in my bill.
3. I very much prefer _____ for my work monthly rather than weekly.
4. _____ for something expensive is never a nice experience.
5. Peter had a horrible car crash. He seems _____ for all his careless driving.
6. John's parents made him _____ for the repair of the crashed car.
7. Why is it taking him so long? He may _____ some overdue bills.
8. Look at this Mercedes. He must _____ loads of money for his last book.
9. He admitted that he _____ over five hundred dollars for that ring.
10. Before the holiday we didn't realise that we _____ so much for the hotels.

Употребление времен

2

Раскройте скобки, употребив данные там глаголы в правильном времени.

John (1) _____ (stand) at the window of the hotel room. He (2) _____ (look) absent-mindedly at the street when, suddenly, he (3) _____ (hear) a horrible cry. Everyone in the street (4) _____ (stop) – people (5) _____ (wonder) where the cry (6) _____ (come) from. John (7) _____ (glance) at the house opposite. He (8) _____ (watch) the house for some weeks and he (9) _____ (be) sure that something suspicious (10) _____ (go) on there, but he (11) _____ (never/notice) anything obvious enough to report it. This time he (12) _____ (think) he (13) _____ (can) report something that (14) _____ (please) his superiors. Just after the cry he (15) _____ (see) a man in the window just opposite his – the man (16) _____ (draw) the curtains hurriedly. John (17) _____ (decide) to investigate – he (18) _____ (know) he (19) _____ (find) something. He (20) _____ (rush) out of the hotel. He (21) _____ (be) worried that if he (22) _____ (not hurry) it (23) _____ (be) too late and he (24) _____ (not find) anything. He (25) _____ (enter) the building opposite. The staircase (26) _____ (seem) empty, only the sound of the lift which (27) _____ (come) down (28) _____ (break) the silence. John (29) _____ (hide) in the shadow below the stairs and (30) _____ (wait) for the lift to come down. The lift (31) _____ (stop) and two men (32) _____ (get) out. They

(33) _____ (carry) a coffin. John (34) _____ (have) a feeling that he (35) _____ (meet) one of the men somewhere before. Suddenly the man who (36) _____ (walk) in front (37) _____ (stumble). The coffin (38) _____ (fall) on the floor and a bundle of blood-stained clothes (39) _____ (fall) out. At that moment John (40) _____ (realise) where he (41) _____ (see) the man's face – in a police newsletter. The man (42) _____ (be want) by the police for months – he (43) _____ (commit) a few murders and the police (44) _____ (be) unable to find him. John (45) _____ (not can) lose such an opportunity. He (46) _____ (step) out of the shadow ...

Употребление различных форм глагола

3

Определите, какой аспект грамматики проверяется в каждом из данных предложений (1–10). Заполните пропуски соответствующей формой глагола, данного в скобках.

1. It's no use _____ (call) him now. He is at work.
2. You ought _____ (learn) languages if you want to succeed in the future.
3. Nobody likes _____ (interrogate) by the police.
4. I don't know why he was arrested, he may _____ (see) doing something wrong.
5. _____ (rob) must have been a terrible experience for poor Elisabeth.
6. The minister failed _____ (convince) the press that his decision was right.
7. Look! The birds appear _____ (float) on water.
8. I was made _____ (regret) my words.
9. We saw the girl _____ (try) to steal some sweets in the supermarket.
10. Teachers don't approve of students _____ (cheat) during tests.

Заполнение пропусков глаголами в соответствии с контекстом

4

Заполните пропуски в предложениях (1–10) глаголами таким образом, чтобы они были грамматически правильными и логичными. В каждый пропуск впишите только один глагол.

1. He _____ overwhelmed by the beauty of the landscape – his eyes were wide open.
2. I would _____ the best runner in my school, but I sprained my ankle.
3. Robert _____ in love during the summer – he is so absent-minded these days.

4. She _____ being told this story before – she knew the ending.
5. _____ calling Jane at this time of the day. She will be at work.
6. This is the first time I _____ smoked salmon – it's delicious.
7. You have to consider _____ to another school – the teachers here are horrible.
8. _____ she started to work harder; otherwise she might get the sack.
9. I'm not used to _____ for such a long time – my back is terribly stiff.
10. This business isn't worth _____ – people aren't interested in black and white TV sets any more.

Задание экзаменационного типа

5

Прочитайте приведенный ниже текст. Раскройте скобки, употребив глаголы, напечатанные в скобках после номеров 1–29, в нужной форме и заполните пропуски.

(0) *Seeing* (see) that it (1) _____ (get) late, Mike (2) _____ (accelerate). He (3) _____ (go) to Yorkshire (4) _____ (find) the house where he (5) _____ (live) in his childhood. He still (6) _____ (remember) (7) _____ (search) the garden for snails (8) _____ (hide) under wet leaves and (9) _____ (carry) by his father across the meadows. He (10) _____ (hope) he (11) _____ (find) the house, the garden and the meadows (12) _____ (look) exactly the same as 40 years ago. Before the journey he tried (13) _____ (find) some old photographs but all of them (14) _____ (seem) (15) _____ (lose) during one of the many removals he (16) _____ (be) through in his life. The road sign (17) _____ (announce) the name of the village and Mike saw the lights of a pub (18) _____ (glitter) among the trees. He couldn't help (19) _____ (notice) that the place (20) _____ (look) gloomy and (21) _____ (desert). For a moment he wished he (22) _____ (stay) at home.

Inside, Mike (23) _____ (greet) by a huge man from behind the counter, who suggested that he (24) _____ (take) off his coat. 'He can't (25) _____ (work) here when I was a child', Mike thought. The man (26) _____ (rise) and then Mike saw that one of his arms (27) _____ (apparently/amputate). He felt like (28) _____ (go) out but when he was about (29) _____ (turn) round he felt a heavy hand on his shoulder ...

4.

Задания на трансформацию

(Sentence Transformation)

В этом разделе вы узнаете:

- какие структуры чаще всего проверяются заданием на трансформацию;
- как узнать, какая структура должна быть использована вами;
- как выразить ту же мысль различными способами.

Ключ к успеху

- Обратите внимание на то, какого типа задание на трансформацию вам предстоит выполнить. Помните, что существует два типа такого рода заданий: в одном вам дается начало нового предложения, а в другом – ключевое слово или выражение, которое вы должны обязательно употребить в новом предложении, не изменяя его форму.
- Определите, какая структура, фраза или слово проверяется данным предложением. В заданиях такого типа наиболее часто проверяются следующие структуры: косвенная речь, пассивный залог, условные предложения всех типов, инверсия (обратный порядок слов), союзы, модальные глаголы с различными

инфинитивами, различные глагольные структуры (*believe in, advise to do sth, enjoy doing sth*).

- Подумайте, не напоминает ли вам данное начало предложения или ключевое слово какое-нибудь устойчивое сочетание или речевую структуру (*it's high time, I'd rather, in spite of*).
- Проверьте, все ли вы изменили (согласуется ли сказуемое с подлежащим, использовали ли вы правильную форму инфинитива и т.д.).
- Проверьте, не пропустили ли вы какую-нибудь важную информацию.

Определение структур, проверяемых в задании

1

Прочитайте предложения (1–6) и начало новых предложений. Прочтя данные предложения, определите, что именно в них проверяется (грамматика, устойчивые выражения и т.д.). Затем перефразируйте данные предложения и ответьте на вопросы.

1. Tina enjoyed the party although she felt ill.

Despite _____

Какие еще союзные слова (кроме *despite*) могли бы быть использованы в измененном варианте этого предложения,

2. My parents don't let me go to all-night parties.

I'm not _____

Какие еще глаголы (кроме *let*) не употребляются в пассиве?

3. She didn't ever realise that her father was a secret agent.

Never _____

Какие еще наречия (кроме *never*) встречаются в предложениях с инверсией?

4. 'I'm sure he'll be here on time', Mary said.

Mary said that _____

О каких изменениях нужно помнить, когда предложение трансформируется в косвенную речь?

5. He isn't very popular because of his bad manners.

If _____

Какой тип условных предложений был использован в этом случае? Какие еще типы условных предложений существуют?

6. It's impossible that she forgot your phone number.

She can't _____

От чего зависит форма инфинитива, стоящего после модального глагола?

Трансформация предложений на основе ключевого слова

2

а. Какие структуры и устойчивые словосочетания ассоциируются у вас с данными словами?

better high bound order
spite sooner rather

б. Перефразируйте предложения (1–7), используя данные ключевые слова. Помните, что вы не должны изменять ключевые слова. Затем проверьте, есть ли в трансформированных предложениях структуры и словосочетания, которые вы назвали в упр. 2а.

1. I think you should learn more instead of watching TV.

BETTER

2. If you don't start looking for a job now, you may be in trouble. HIGH

3. I'm absolutely sure the concert will be fantastic. BOUND

4. I went to the Ministry because I had to inquire about the latest regulations. ORDER

5. Her English is very poor but somehow she manages to communicate. SPITE

6. The moment John left the office his wife phoned. SOONER

7. I don't like the fact that you insist on going there so much. RATHER

Типичное начало предложения

3

В этом упражнении даны разные виды типичного начала предложения для трансформации. Закончите предложения таким образом, чтобы они были грамматически правильными и логичными. В каждом случае возможно несколько вариантов.

Образец:

Being _____

Being French, she didn't have any problems selecting the wine to go with the meal.

Being a student has its good and bad points.

Being admired by all her colleagues, she gave up a well-paid job and set up a community centre in the poorest district of the city.

1. If I were _____
2. In spite of _____
3. It is supposed _____
4. The more _____
5. Provided that _____
6. As soon as _____
7. Hardly _____
8. Having _____

Выражение одной мысли несколькими способами

4

Перефразируйте предложения (1–5) в соответствии с заданиями.

Образец:

In the past people believed that the earth was flat.

Опустите слово *people*.

In the past it was believed that the earth was flat.

Сделайте слово *the earth* подлежащим.

In the past the earth was believed to be flat.

Используйте слово *USED* как ключевое слово.

People used to believe that the earth was flat.

1. They postponed the ceremony because of the earthquake.
 - a) Замените слово *postponed* синонимом.
 - b) Не говорите, кто отложил церемонию.
 - c) Начните предложение со слов *The earthquake*.
 - d) Используйте слово *DUE* как ключевое слово.
2. He is an experienced driver so he wasn't afraid of this narrow winding mountain road.
 - a) Используйте слово *experience* как им.существительное.
 - b) Используйте союз *if* вместо *so*.
 - c) Начните новое предложение со слова *Being*.
 - d) Используйте слово *SUCH* как ключевое слово.
3. I think you shouldn't tell her the truth.
 - a) Замените слово *should* другим глаголом (возможно несколько вариантов).
 - b) Используйте антоним выражения *to tell the truth*.
 - c) Используйте слово *HONEST* как ключевое слово.
 - d) Используйте слово *BETTER* как ключевое слово.
4. He played very well but he didn't manage to win.
 - a) Используйте другие союзы вместо *but*.
 - b) Замените выражение *didn't manage* другим.
 - c) Используйте слово *HOWEVER* как ключевое слово.
 - d) Используйте слово *MATTER* как ключевое слово.
5. We didn't receive much advice from our teachers.
 - a) Измените отрицательное предложение на утвердительное.
 - b) Начните предложение со слов *Our teachers*.
 - c) Начните предложение со слова *Little*.
 - d) Используйте слово *ADVISE* как ключевое слово.

Задание экзаменационного типа

5

Прочитайте приведенный ниже текст и перефразируйте подчеркнутые предложения (1–14) таким образом, чтобы новое предложение имело бы тот же смысл, но содержало ключевое слово, напечатанное заглавными буквами, либо начиналось с данных слов.

Образец: 0. USED She used to play in the school and church amateur theatre.

Marianne B. Jones, a forgotten Hollywood star, died yesterday at the age of 78. She spent her childhood in Dublin, where (0) she often played in the school and church amateur theatre. (1) She also watched a lot of early Charlie Chaplin films and decided to become an actress herself.

In the early thirties her family emigrated to California, where (2) she was discovered by a well-known Hollywood agent because of her amazingly good looks. She was fourteen at that time and quickly became a child-star in comedies of that period. She received a lot of moral support from her parents – (3) without their help she would have never achieved so much.

During the war she joined the Red Cross and, (4) although she had some problems with her spine, served with the American corps in Europe as a nurse. After the war she desperately wanted to change her image – (5) she tried very hard to get some more serious roles but never managed to star in anything but comedy.

When in 1948 Ann Seamour and Roger Fairchild separated (6) everyone thought that she was responsible for their divorce. In 1950 she was nominated for an Oscar but (7) Sharon Morton got it instead. In 1958 she almost quit the profession as (8) she couldn't bear the constant interest of the media. (9) The pressures of the film industry and the death of her beloved mother finally led to a nervous breakdown and serious heart disease in the mid-sixties. She also got into drinking and (10) drank more and more heavily losing most of her friends in the process.

(11) In 1980 she hired a journalist to write her biography but somehow it was never published.

On the whole, she starred in 32 films but (12) could have worked more if she had been given the chance. She was often asked (13) what the initial in her name means and she gave different answers: Barbara, Brilliant, Bitch, Bizarre. Her funeral was a sad event: (14) both her family and old friends chose to stay at home on the cold and windy morning of November 22, 2000.

1. Having _____
2. FACT _____
3. BEEN _____
4. In spite of _____
5. However _____
6. BLAME _____
7. ... but it was _____
8. PUT UP WITH _____
9. BY _____
10. FEWER _____
11. HAD _____
12. CAPABLE _____
13. FOR _____
14. NEITHER _____

5.

Задания на словообразование

(Word Formation)

В этом разделе вы узнаете:

- как выполнять задания на словообразование;
- как образовать новые слова, используя суффиксы и приставки;
- как узнать, какая часть речи вам нужна, чтобы заполнить пропуск.

Ключ к успеху

- Попробуйте определить, какая часть речи нужна, чтобы заполнить пропуск (им.существительное, им.прилагательное, глагол и т.д.)
- Вспомните суффиксы, характерные для данной части речи (например, для им.существительного -*ment*, -*ness*, -*ism*; для глагола -*ise*, -*ify*, -*en*; для им.прилагательного -*ful*, -*al*, -*ous*).
- Определите по контексту, имеет ли слово положительное или отрицательное значение.
- Иногда правила словообразования не дают ожидаемого результата – слова звучат неестественно и вы уверены, что видите или слышите их в первый раз (например, *steal* – /~~stealer~~/, *speech* – /~~speecher~~/). Это значит, что вы просто должны знать ту форму, которая вам нужна в данном случае.

Определение частей речи и образование новых слов

1

В приведенном ниже тексте подчеркните слова, которые являются производными от других слов. К какой части речи они относятся? Как приставка или суффикс изменили их значение?

Both teachers and parents are now beginning to see that stress-free education is not necessarily a wonderful idea. Actually, many find the relaxed atmosphere at schools annoying, if not unacceptable.

Children learn certain basic values such as responsibility, a sense of obligation and loyalty in their childhood. The acquisition of these is largely facilitated not by equality and partnership with the child's elders but by wisely applied discipline, where the child feels loved and respected but simultaneously learns to respect others. Extreme leniency often results in the child's refusal to cooperate, and then restoring day-to-day working relationships becomes a painful task.

However, discipline is not supposed to mean terrorising kids or abusing their rights. It should be understood as a healthy combination of sensible requirements and tolerance towards inevitable mistakes.

Добавление суффиксов

2

Определите, какая часть речи нужна в каждом случае. Затем добавьте к словам, напечатанным заглавными буквами, соответствующие суффиксы и заполните пропуски.

1. Don't light this match here. These materials are all highly _____ . FLAME
2. The dog looked dangerous, but his _____ was obvious from the way he looked at us, so there was nothing to be afraid of. FRIEND
3. The results of the test are _____ . Only five people passed. DISASTER
4. These papers are not to be shown to anyone, they're _____ . CONFIDENCE
5. Smaller cars are much more _____ than big ones. ECONOMY
6. The horse moved so _____ that he couldn't resist watching it. GRACE
7. The house is beautiful, especially the _____ kitchen with two windows. SPACE
8. The view was amazing – it left us absolutely _____ . SPEECH
9. There were _____ occasions when he demonstrated his ignorance. NUMBER
10. Most African countries suffer from a terrible _____ of water. SHORT

Добавление приставок



Определите, какая часть речи нужна в каждом случае. Затем добавьте к словам, напечатанным заглавными буквами, соответствующие приставки и заполните пропуски.

1. He can't be a spy. That's highly _____ . PROBABLE
2. John must have _____ what I said. I didn't mean to offend him. UNDERSTAND
3. Mary is Peter's _____. They divorced two years ago. WIFE
4. I didn't like their report – it is extremely _____. ACCURATE
5. I sometimes _____ if the alarm clock doesn't wake me up. SLEEP
6. His parents _____ of his punk friend. APPROVE
7. After he was sacked by the company he never _____ his status. GAIN
8. She must be dislexic – she _____ almost every word. SPELL
9. Her new car is really _____ with all those gadgets. ORDINARY
10. I'm afraid we'll have to _____ your French teacher. He's no good. PLACE

Подготовка заданий на словообразование



Работа в парах. Каждый партнер будет работать со своим набором предложений (А или В). Не смотрите в текст вашего партнера. В каждом предложении найдите слово, производное от другой части речи, и подготовьте задание, в котором нужно будет образовать одну часть речи от другой. Затем дайте это задание своему партнеру.

А

1. I can never buy trousers that fit. I always have to lengthen them.
2. All competitors were greeted by the president of the association.
3. His appearance is strikingly similar to his father's.
4. The mother showed incredible irresponsibility leaving a five-month-old infant on her own.
5. It's unbelievable how dishonest some politicians can be.
6. The repairs were much more expensive than I thought – I think the mechanic overcharged us.
7. The match, which ended so tragically, was extensively covered by the media.
8. It is always advisable to vaccinate oneself against flu in autumn.

В

1. Young people like risk and they usually underestimate danger.
2. He was so terribly discouraged by his first failure that he never attempted to cook again.
3. When it was built, the Titanic was advertised as unsinkable.
4. The team began to play more confidently after they scored the first goal.
5. All the survivors of the earthquake were the people who managed to leave the buildings.
6. Flu is becoming an increasingly dangerous disease.
7. Some rich people lead an unnecessarily luxurious lifestyle.
8. The horror film was really scary and I couldn't go to sleep later.

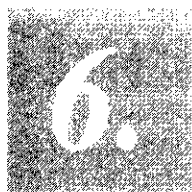
Задание экзаменационного типа



Прочитайте приведенный ниже текст. Используйте слова, напечатанные заглавными буквами, в необходимой по контексту грамматической форме. Заполните пропуски (1–11) полученными словами.

Malaria is one of the most common (0) infectious (INFECT) diseases in the world. So far the only kind of (1) _____ (PREVENT) implemented by the affected countries has been distributing mosquito nets and basic medicines. (2) _____ (SCIENCE) and doctors have been working on a malaria vaccine for many years. However, although all vaccines produced so far have shown good results on monkeys their (3) _____ (EFFECT) in tests on humans was far less (4) _____ (IMPRESS).

Research on the malaria vaccine arouses (5) _____ (CONSIDER) interest in African, Asian and South American countries, where malaria is (6) _____ (DOUBT) a most dangerous disease causing (7) _____ (MASS) loss of life and (8) _____ (ECONOMY) problems. Everybody is then (9) _____ (PATIENCE) waiting for good news about (10) _____ (SUCCESS) trials of a new medicine as the future costs of malaria spreading are indeed (11) _____ (PREDICT).



Задания на частичный перевод

В этом разделе вы узнаете:

- что обычно проверяется заданием такого рода;
- как такие задания готовятся;
- как работать с такого рода заданием.

Ключ к успеху

- Начните с прочтения всего предложения/текста, чтобы понять, о чем идет речь.
- Поймите, что проверяет данное задание, например, знание времени глагола, предлогов (*I was wondering how much they* (заплатили за) *new house.*) или знание фразеологических оборотов и идиом (*When we lived near the airport I* (не выносила) *the noise.*)
- Обратите внимание на то, какие слова стоят непосредственно перед и за пропуском, например *I*

felt responsible for (что потерялись) *the way.* – за предлогом *for* всегда следует им.существительное или герундий.

- Обратите внимание на знаки препинания, например, запятые. Некоторые слова никогда не встречаются после запятой, например, *that*.
- Проверая, прочитайте все предложение – оно должно быть грамматически правильным.

Понимание природы перевода



В приведенном ниже тексте переведите подчеркнутые фразы на русский язык. Подумайте, что было просто перевести, а что – сложно? Что нельзя было перевести дословно?

A spoonful of honey helps the swelling go down

It is hard to believe that (1) anything as tasty as honey could be good for you. But new research shows that drinking four tablespoons of honey in water improves blood antioxidants, (2) which helps to prevent narrowing of the arteries. Honey contains (3) about the same amount of antioxidants as spinach, apples, and strawberries.

The substance (4) has been used for at least 2,000 years but (5) it is only recently that its antibacterial, anti-inflammatory and antioxidant properties have been fully documented. By far the commonest therapeutic use is for skin problems and wounds.

In some studies, patients whose wounds and skin ulcers (6) had failed to respond to surgery and antibiotics recovered very quickly after a daily application of honey.

Sterilised honey (7) is said to be four times more powerful than standard antiseptics.

Sophie Grey, who runs a catering business, has kept a tube of sterilised honey in the kitchen (8) since badly burning herself last year. 'We were frying samosas for a function. I was holding the frying pan in one hand and trying to do something else (9) with the other, when the oil spilt out and fell over the palm of my hand. It was (10) so painful I could not bear to move it from under the cold tap. Later, it became very red and blistered and incredibly sore.'

At casualty, Sophie's wound was dressed and (11) she was told to return the next day and then a week later. Reluctant to be out of action for so long, she applied the honey and redressed the burn. 'The next day, it was so much better (12) I did not bother going to the hospital and within three days there was nothing at all to see.'

Honey has other medicinal uses – mix it with lemon and hot water to soothe sore throats and coughs, and with hot milk to aid sleep, for athlete's foot and to rehydrate dry skin.

/adapted from: Barbara Lantin, 'A spoonful of honey helps the swelling go down', Telegraph Group Limited/

Определение проверяемых аспектов грамматики

2

В приведенных предложениях (1–12) часть фразы дана на русском языке. Переведите эту часть на английский язык так, чтобы получились логически и грамматически правильные предложения. Какое грамматическое явление проверялось в каждом предложении?

- Before I came to Canada (никогда не ел) _____ pancakes with maple syrup.
- Money (не приносит) _____ happiness.
- Flats in Moscow (всегда были) _____ expensive.
- It's time (тебе было начать) _____ look for a job.
- (Полагают) _____ that the expedition will reach the North Pole next week.
- He (следовало позвонить) _____ Mary on her birthday.
- (Очень мало) _____ people know how to prepare an omelette.
- We often work at night, (что делает эту работу) _____ very hard.
- She isn't perfect but, (если бы я был) _____ you, I wouldn't complain.
- When we were kids, we (обычно купались) _____ naked in the lake.
- Paul and Sarah (любят друг друга) _____ they went to high school together.
- I phoned in (чтобы сказать тебе) _____ about the meeting next Monday.

Подготовка заданий на частичный перевод

3

Работа в парах. Каждый партнер будет работать со своим набором предложений (А или В). Не смотрите в текст вашего партнера. Перепишите предложения, заменяя часть каждого из них русским переводом. Затем дайте это задание своему партнеру.

А

- The lecture room is being enlarged at the moment to accommodate 100 people.
- He's late, he must have missed his train.
- When I lived in Greece, I got used to eating a lot of fish.
- I wish I had studied medicine, I would have an interesting job now.
- I won't accept their offer unless they pay me more.
- I'd rather Jackie didn't eat his meals on the floor.

В

- Miriam would rather go climbing than stay at home and watch TV.
- The soup tasted awful, it was too salty and watery.
- She's lived here all her life, since the house was built.
- I don't believe you, she can't have put on twenty kilos.
- If I had known about his problems, I wouldn't have sacked him.
- She normally enjoys being praised in front of other children.

Задание экзаменационного типа

4

В приведенном ниже тексте часть фразы в ряде предложений (1–12) дана на русском языке. Переведите эту часть на английский язык так, чтобы получились логически и грамматически правильные предложения. Нельзя ничего изменять в английской части текста.

Hi Mike,

I've been staying here in Paris for three weeks now but I feel as if it was ages.

My host family met me at the airport, (1) (что было очень мило) _____, and then we had dinner. French food is amazing, I (2) (не могла остановиться) _____.

The restaurants and the nightlife in Paris are fantastic. In theory, (3) (мне не разрешается) _____ to come back home after 11 p.m. but my family are very tolerant. They (4) (не возражают) _____ me getting back later (5) (если только я не произвожу) _____ too much noise. So I have already been to quite a few interesting places. Last Sunday I watched (6) (какой-то художник рисовал) _____ a street scene in Montmartre – it was so interesting – and he didn't object. They must be (7) (привыкли к тому, что за ними наблюдают) _____.

I wish (8) (ты поехал) _____ with me. We (9) (могли бы увидеть) _____ all those places together. I spend most of my free time with Marcel, my host's son, (10) (о котором говорят, что он является) _____ the most promising student of the Acting School in Paris. He usually takes me somewhere on Saturday night, (11) (если ему не нужно) _____ be at the theatre.

I hope you (12) (сможешь) _____ visit me soon.

Love,

Lucy

Общие замечания

В этом разделе вы узнаете:

- как использовать и как различать различные типы письма;
- как выполнить задания по письму с заданным содержанием;
- как выразить свое мнение и свои чувства;
- как правильно соединить различные части задания по письму;
- как сделать язык текста более богатым и разнообразным;
- как выдержать заданный объем задания по письму.

Написание коротких текстов прагматического характера

На экзамене вам могут предложить написать короткие тексты, такие как открытка, объявление, записка и т.п. Обратите внимание на то, что каждый из этих типов текста имеет свои характерные черты, свою специфику (например, в объявлении не используются полные предложения).



Ниже приведен перечень типов прагматических текстов (a–i) и четыре примера различных текстов. Прочитайте тексты и определите, к какому типу они относятся. Затем расположите тексты в порядке от наиболее официального к наименее официальному и объясните свой порядок расположения.

- | | |
|----------------|----------------------|
| a) анкета | f) личное письмо |
| b) объявление | g) формальное письмо |
| c) открытка | h) письмо читателя |
| d) приглашение | i) заявление |
| e) запрос | |

Текст 1

Dear Mr. Nicholas,

Hi,
I'm in Greece now. The weather is fine. We are visiting all the tourist sights, swimming in the sea and enjoying the great Greek food. I'm having a great time!
Love,
Cathy

Текст 2

FOUND

a bag with a mobile phone and some cash.

Small, brown, made of leather with a long strap. Also contains a passport and a Russian driving licence.

For information, call 09017744.

Текст 3

25 November 2000

Dear Ms Brown,

This is to confirm the receipt of payment for a single room, 5-7 December 2000, in our hotel. We would like to thank you for your interest in our hotel and look forward to seeing you.

Yours sincerely,


Pattie Smith
Hotel Manager

Текст 4

Attention! Passengers heading for Leeds

Due to local floods and heavy rainfall in the area, there are delays in train services. Some trains have had to be cancelled altogether. Passengers are advised to check the up-dated timetable with the Fast-Track staff. We apologise for any inconvenience.

Передача информации

Обратите внимание на то, что в задании с фиксированной информацией основной задачей является точно передать ту информацию, которая требуется по заданию. В случае, если часть заданной информации отсутствует или передана неточно, даже в случае отсутствия лексико-грамматических ошибок, задание считается невыполненным.

2

Прочитайте фрагмент экзаменационного задания и трех вариантов ответа (a–c). Выберите тот вариант, который наиболее полно дает ту информацию, которая требуется в задании. Объясните, почему два других варианта являются неверными.

Before going to England, you want to make sure if a host you don't know remembers all the details of your arrival at the airport. Write a short e-mail in which:

- you remind him some distinctive things about your looks;
-

- a) As I told you before, I'm tall.
- b) I am very tall and will be wearing a long, black coat.
- c) As you probably remember, I'm rather tall and red-haired.

Выражение эмоций и чувств, личного мнения

При выражении своих чувств и мнения старайтесь избегать слишком эмоциональных и категоричных слов и выражений (например, I hate, you are stupid). Лучше употреблять сбалансированные, безличные формы. Это делает ваши утверждения более убедительными и одновременно позволяет использовать более сложные и интересные грамматические структуры, что повысит вашу итоговую оценку.

3

Прочитайте фрагмент экзаменационного задания и два варианта ответа (a–b). Выберите лучший вариант и объясните свой выбор. Затем выполните задания (1–3).

- Выразите свое разочарование, связанное с тем, что ваше предложение об организации школьного вечера было отклонено.
-

- a) *So you don't like my idea - I just can't believe it!*
- b) *It is quite disappointing that my idea was not accepted.*

1. Выразите свои сомнения по поводу новой прически вашего друга/подруги.

2. Выразите свое отрицательное мнение по поводу последнего телевизионного сериала.

3. Выразите свой энтузиазм по поводу планов на ближайшие каникулы.

Связность и логичность текста

Текст должен не только верно излагать нужную информацию, но представлять собой связное и логичное целое. Старайтесь использовать разнообразные союзы и союзные слова, соединяя как отдельные предложения, так и их части. Помните, что текст, который представляет собой единое целое, имеет шансы на более высокий балл.



Посмотрите на образец и перепишите данный текст так, чтобы он выглядел естественно.

I was born in Vologda. I went to primary school in Vologda and I went to secondary school in Vologda. I have two brothers, one sister, a mother and father. My mother works at school, she is a history teacher – my father works at school, he is a doctor.

Образец: I was born in Vologda where I went to primary and secondary school.

Стилистическое разнообразие

Старайтесь использовать более сложные структуры и разнообразную лексику. Помните, что использование разнообразных структур и оборотов (в длинном тексте прагматического характера или эссе) может повысить оценку.



Посмотрите на образец и перепишите данный текст, используя более разнообразную лексику и более сложные грамматические структуры.

The house is old, with a lot of very old furniture. It is made of wood and stone. It has very small windows and doors. It is on a hill without any other houses around, where a cold wind blows all the time.

Образец: The house is old and full of antique furniture.

Контроль объема текста

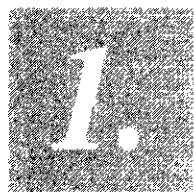
Следует контролировать длину текста, придерживаясь заданного объема. Выработайте свою технику подсчета слов. Например, можно запомнить, сколько в среднем слов у вас приходится на одну строку. Запомните зрительно, сколько места на странице у вас занимает текст, содержащий, к примеру, 200 слов. Это поможет быстро сориентироваться в том, насколько вы приблизились к лимиту. Начав использовать какую-либо из подобных техник, вы быстро убедитесь в том, что контроль объема текста становится простой и быстро выполнимой задачей.



Сократите приведенный ниже текст, т.к. он на 12 слов превышает требуемый объем.

My experience as an English teacher isn't very extensive – my two final years of secondary school. First I taught my neighbour's son who was five years old. Next I found a job with the local kindergarten where I was asked to teach a small group. After these two kinds of teaching experience I can say that I like it and would like to become a professional teacher one day.

Тексты прагматического характера



Короткие тексты прагматического характера

В этом разделе вы узнаете:

- как начать выполнять задание;
- на что обратить особое внимание;
- как отредактировать свой текст.

Ключ к успеху

- Прочитайте внимательно задание. Обратите внимание на тип текста, который вам надо написать.
- Сконцентрируйте свое внимание на той информации, которую необходимо включить. Напишите первый черновой вариант.
- Посмотрите на ту информацию, которую вы включили в черновик, и сравните ее с той, что требуется по заданию. Проверьте, вся ли требуемая информация вошла в ваш текст. Помните, что задание считается выполненным только если включает всю требуемую информацию.
- Обратите внимание на логику изложения. В случае необходимости напишите 1–2 вступительных предложения. Помните о начальных/конечных фразах, типичных для некоторых типов текста (например, письмо).
- Перед тем, как написать окончательный вариант, проверьте логичность и связность написанного. Внесите все необходимые изменения, для того чтобы текст по стилю отвечал типу текста (например, если вы пишете официальное приглашение, убедитесь, что вы не включили в него разговорные обороты).
- Перед тем как переписать набело, проверьте грамматические и орфографические ошибки.

Внимательное чтение задания



Прочитайте экзаменационное задание и решите, какие черты характерны для того текста, который вам предстоит написать. Вопросы (1–3) помогут вам выполнить задание.

You are having visitors from England coming to your school. Write a short information notice on the rules that should be obeyed in a Russian school. Use the following information:

- shoes should be changed when entering the school building
- each lesson is in a different classroom, students spend break in the hall
- you should stand up when a head teacher enters the classroom
- you shouldn't talk during the lessons.

1. С какой целью пишется данный текст?
 - а) предупреждение
 - б) просьба
 - в) информация
2. Какой стиль нужно использовать?
 - а) официальный
 - б) неофициальный
3. Какие формы предпочтительнее использовать?
 - а) личные
 - б) неличные

Включение заданной информации

2

Прочитайте экзаменационное задание и заметки касательно требуемой информации. Соотнесите заметки (a-d) с соответствующим пунктом задания (1-4).

You are planning a tourist journey to Ireland and looking for people willing to take part/ Write a short notice which will include the following:

1. when it starts
2. two conditions a person willing to go has to meet
3. there will be a lot of walking so someone must like it
4. when and where there will be information meeting.

- a) *If you are energetic and have a great sense of humour, come with us!*
- b) *We want to go to Ireland for two weeks this July.*
- c) *Interested? To hear more, come to a meeting on Thursday, 16th May, 5:00 in the hall.*
- d) *You must also love walking because we will tour Ireland on foot.*

Проверка полноты включенной информации

3

Прочитайте экзаменационное задание. По каждому пункту задания представлены два варианта ответа (a-b). Выберите лучший вариант и объясните свой выбор.

You are on holiday in Karelia. Write a postcard to your friend in England with the following information:

1. what type of holiday it is (e.g. camping, hiking, etc.)
2. what activities you are doing
3. what the weather is like
4. if you are having good time and why.

1. a) *I'm visiting the local ruins today.*
b) *I'm staying with a couple of friends on a camping site close to the lake.*
2. a) *We swim and surf in the morning, and pick mushrooms in the afternoon.*
b) *Every day I do many interesting things.*
3. a) *The days are usually warm and sunny, but it often rains at night.*
b) *It rained all day yesterday.*
4. a) *It's nice to be on holiday!*
b) *I'm having a great time - it's good to see a lake, and not a big block of flats, every morning!*

Написание чистового варианта

4

Прочитайте экзаменационное задание и черновик ответа. В черновик включены только заметки на английском языке по требуемой информации. На их основе напишите полный текст ответа. Помните, как соответствующим образом начать и закончить текст.

In an English newspaper there is information that your favourite group in Russia is planning a concert. Write a short e-mail to the editor asking:

1. if the dates have been decided
2. in which cities the concerts will be held
3. how much the tickets will cost
4. if you can already book a ticket.

1. *Has it already been decided when exactly the concert will take place?*
2. *In which cities in Russia will the concerts be?*
3. *What is the expected ticket price?*
4. *Is it possible to book tickets now?*

Использование соответствующего стиля

5

Одним из текстов прагматического характера является анкета, которая иногда должна включать короткие ответы на поставленные вопросы. Прочитайте экзаменационное задание и пример ответа, где стиль ответов не соответствует поставленному заданию. Исправьте ответы таким образом, чтобы стиль ответов соответствовал типу текста.

Вы хотите принять участие в организации фестиваля британской культуры. Заполните анкету, предоставив следующую информацию:

- Ваши последние действия по пропаганде британской культуры (когда, где, тема, какая работа была проделана)
- Ваше самое успешное мероприятие по пропаганде британской культуры (детали см. выше)
- Укажите две черты, которыми, с вашей точки зрения, должен обладать организатор фестивалей культуры
- Первый шаг, который, с вашей точки зрения, нужно предпринять в организации фестиваля британской культуры.

Festival of British Culture Application Questionnaire

Before considering your candidature, we need to know some details of your cultural initiatives so far (points 1-2). We would also like to know your opinion about the most important features of the successful candidate to do a job like this (point 3) and what you think should be done first (point 4). Thank you.

- 1 Details of your latest initiative to promote British culture (date, place, subject area, kind of work done)

It was yesterday in the school hall - I put some pictures showing London, Cambridge etc on the walls.

- 2 Details of your biggest achievement in promotion of British culture to date (date, place, subject matter, kind of work done)

Maybe the concert of Irish folk music which I organised in the local club last year? Many people came and said they liked it.

- 3 Two features which in your opinion an ideal candidate should have

I think an ideal candidate is hard to find. I'm just an ordinary person but I think I'm probably more hard-working and patient than many other people in my class.

- 4 First step which in your opinion should be taken in organising a British Culture festival

Best idea - go to England first!

Проверка грамматической правильности



Прочитайте экзаменационное задание и пример ответа на него, в котором есть 5 ошибок. Найдите и исправьте их.

While in England you have lost an address book. Make a list in which:

- you describe what your address book looks like;
- you inform where you probably have lost it;
- say why it is so important to you;
- say how they can contact you.

LOST ADDRESS BOOK

It is small and bleck, with golden letters of the cover.

I've probably left it under the desk in the front row of the lecture hall yesterday. I can't leave without it, so help me found it please!

If you will have any informations, contact me on 0601525252.

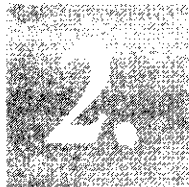
Задание экзаменационного типа



A friend from England is going to live in your house while you are away. Write a short e-mail in which you remind him about some rules concerning:

- listening to music in the evening;
- letting strangers in;
- feeding your pet regularly;
- keeping the flat tidy.

Sign as XYZ. Write 50-60 words.



Длинные тексты прагматического характера

В этом разделе вы узнаете:

- на что обращать внимание при чтении задания;
- как организовать письмо в зависимости от его типа;
- что надо сделать, чтобы получить высокий балл.

Ключ к успеху

- Внимательно прочитайте задание. Обратите внимание на тип письма, которое вам предстоит написать. На стр.145–147 в разделе «Образцы писем» посмотрите, какие типы писем наиболее характерны в качестве экзаменационного задания и в чем состоят их отличительные особенности.
- Сконцентрируйтесь на той информации, которую требуется включить по заданию. Помните, что вся она должна войти в ответ. Постарайтесь сразу же сделать по ним заметки для черновика.
- Развейте каждый пункт. Принимая во внимание заданный объем, добавьте к каждому предложению еще одно – например, к предложению, выражающему мнение, добавьте еще одно, где укажите причину, по которой вы так считаете. Таким образом, вы получите основу, вокруг которой вам легче будет выстроить весь текст.
- Обратите внимание на форму письма. Кроме письма личного характера, все остальные типы писем требуют официального стиля и использования речевых клише (например, *Dear Sir or Madam*). Обратите внимание на образцы писем и типичные выражения, которые приводятся в следующих ниже предложениях. Попытайтесь использовать их на экзамене.
- Поработайте над языком вашего письма. Попытайтесь написать более длинные предложения со сложными структурами и разнообразным вокабуляром. Это повысит вашу оценку на экзамене.
- Перед тем, как переписать набело, еще раз прочитайте и исправьте возможные ошибки. Отсутствие ошибок в грамматике и написании слов повысят вашу оценку.

Внимательное прочтение задания

1

Ниже приведены четыре типа писем (1–4), которые вам могут предложить написать во время экзамена. Соотнесите фразы и предложения (a–h) с данными типами писем. В каждом письме можно использовать по две фразы из приведенного списка.

1. **letter of enquiry** письмо–запрос о стипендии в Англии.
2. **letter of complaint** письмо–жалоба туроператору о проблемах, возникших во время поездки в Англию.
3. **personal letter** письмо другу в Америку, который хочет приехать к вам на каникулы.
4. **letter to the editor** письмо редактору газеты по поводу статьи о вашем городе, которая вам кажется несправедливой.

- a) Dear Editor,
- b) Unfortunately, the trip was not as relaxing and pleasant as advertised in your brochure.
- c) I am writing in order to ask for some further information concerning this scholarship.
- d) Hi there!
- e) I look forward to hearing from you soon.
- f) However, I would like to take issue with some points included in the report.
- g) Probably the best idea would be to hang around at my place for a couple of days – what do you think?
- h) I hope all these problems entitle me to some kind of compensation.

Включение требуемой по заданию информации

2

Ниже приведены четыре типа писем (1–4), которые вам могут предложить написать во время экзамена. Соотнесите фразы и предложения (a–h) с данными типами писем. В каждом письме можно использовать по две фразы из приведенного списка.

There is going to be a group of English students coming to your school. On behalf of the organizers of their stay in Russia write a letter and ask about:

- the dates of arrival and departure
- if there are people who have been to Russia before
- if there are vegetarians or people on a special diet
- if there are any special requests connected with their stay in Russia

1. *the exact dates when they arrive/depart*
2. *any people among them who have been to Russia?*
3. *are there any vegetarians or individuals on a special diet?*
4. *have they got any special requests and wishes for their stay?*

School Exchange
Organising Committee
Oxford College
UK

Dear Ms Hunter,

On behalf of the Russian organisers of our schools' exchange programme, I would like to ask for some details concerning your stay.

First, we would like to know (1) _____. Another important question is (2) _____. What also interests us is (3) _____. Last but not least, (4) _____.

We would appreciate it if you could send us a reply as soon as possible.

Yours sincerely,
XYZ

Расширение ответа

3

Прочитайте экзаменационное задание и образец ответа. Во втором абзаце после каждого предложения добавьте еще одно, в котором развейте высказанное мнение. Впишите новое предложение в пропуски (1–4). В конце подсчитайте количество слов в письме.

You disagree with the introduction of payment for studies. Write a letter to the editor expressing your opinion. Add the answers to the following questions:

- who will the paid studies be for?
- if the fact that studies are paid will not influence the level
- if some departments will not have to be closed down
- if the fact that it is paid will not reduce the number of people with higher education.

Dear Editor,

I am writing in connection with the article 'Education for free is no education at all' which appeared in your magazine last Friday. I must admit I have some doubts if the system of paid education would work.

In my opinion, paid studies would only be available to a few select people.

(1) _____

Also, the fact that the studies have to be paid for may lower their level. (2) _____

Another reason to worry is that some types of studies would have to be discontinued. (3) _____

As a result, there will be fewer educated people in the country. (4) _____

I wonder what other readers think about this issue.

Yours faithfully,

XYZ

Соблюдение требуемой формы ответа

4

Прочитайте экзаменационное задание и черновик ответа. Исправьте текст таким образом, чтобы он соответствовал требованиям официального письма. Убедитесь, что в ответ включена вся требуемая информация и измените стиль фрагментов (1–4). Затем измените соответствующим образом первый абзац и заключительную фразу. Посчитайте общее количество слов и перепишите текст письма.

You are in England. You bought a CD player that stopped working the following day. Write to the customer services a letter where you:

- describe what happened to it
- express your disappointment with the quality
- mention the loss
- suggest a refund.

**Taperecorders Co.
Customer Services Department
23 Oxford Crescent
London**

15 February 2003

Dear Sir/Madam,

My CD-player got broken. I can't believe it – I bought it only two days ago and now it is standing in my room silent and useless!

(1) If you want to know what happened, it simply stopped in the middle of my Robbie Williams CD and hasn't moved since.

(2) I must say I simply hate your products now.

(3) I threw away my whole year's savings on that crap and even invested in a special shelf on which I wanted to keep it.

(4) Now I wonder what you're going to do about it. You've let me down and I think I should really get some extra compensation for it.

So what's your answer?

Regards from

X Y Z

Расширение используемых структур и вокабуляра

5

Прочитайте экзаменационное задание и вариант ответа. Расширьте используемый в ответе набор языковых средств, выбрав подходящие фразы и структуры из списка (a–f) на стр.144, затем сосчитайте количество слов. Если необходимо, расширьте или сократите ответ и перепишите его набело. Объем письма должен составлять 120–140 слов.

You are in a language camp in England. Write a letter to your English friend sharing your impressions. Include the following information:

- you're living in an old castle you like a lot
- you have a lot of opportunities to meet interesting people from all over the world
- you have very little free time
- the food isn't very tasty and boring.

Hi, Tina!

(a) It is the third day of my stay here. I like it very much. There are some problems, too.

(b) I like the place where we live very much. It is an old castle with two towers, old gates and a moat. The rooms are modern and have comfortable bathrooms.

(c) I like meeting people from all over the world. My class consists of students from Turkey, Portugal, Lithuania and Japan. I think we will become friends soon.

(d) The problem is that we don't have much free time. The schedule is very full: we have classes in the morning and in the afternoon. There are extra activities after supper.

(e) There are also problems with food. It is always fresh but I don't like it. Yesterday and today there was the same dish for supper.

(f) In general, I think it's not bad. I wonder what your holidays are like.

Love,
X Y Z

- (a) and – love it – even though it's not perfect
- (b) what I really like is – in fact, it is – a couple of
– absolutely – huge
- (c) the course is a great chance to meet
– for example – I'm sure we'll make friends
- (d) but – packed with – just think: we even have
- (e) – another minus is – not to my liking
– they served – so it's rather monotonous
- (f) all in all – I'll survive – you're up to

Проверка грамматической и орфографической правильности

6

Прочитайте экзаменационное задание и вариант ответа, в котором содержатся 9 ошибок. Найдите и исправьте их. Сосчитайте количество слов и, если необходимо, сократите или расширьте его, а затем перепишите набело.

Your friends' parents are coming for holidays from England to Russia. Write a letter to them to give advice what they should bring with them and what is worth seeing in central Russia. Include the following information:

- they'll need clothes for different weather
- it's better to have credit cards and travellers' cheques than cash
- it's worth visiting historic towns and cities like Novgorod and Pskov
- for active holidays you can go to Valday region

Dear Mrs and Mr Robinson,

I'm writing with some advice and suggestions concerning your visit to Russia planned for this summer.

As clothes, I think you should bring both typical summer thing and some winter sweaters. The summer in Russia can be quite cold and rainy.

Another important point money. It is a good idea to take credit cards or travellers' cheques than cash. There are many cash points in Russia, and it can be dangerous carry a lot of money on you.

The places worth visit in my country are historic cities such as Novgorod or Pskov with their beautiful old kremlins and churches and many museum.

If you are interest in spending your free time more actively, our Valday region are the best choice. You can go long walks, do some canoeing or simply enjoy some spectacular views.

I hope you will have a nice stay in Russia.

With best wishes,

XYZ

Задание экзаменационного типа

7

You are looking for a job and have read an advertisement which you found interesting. Write an application letter to get a job (decide by yourself what job you want to apply for.)

- State why you are writing.
- Give reasons why you are a suitable candidate (education, experience).
- Express your hope to be invited to a job interview.
- Write that you attach references.

Remember about the proper form and style. Don't add any address. Sign as XYZ. The letter should have 120 to 150 words.

Образцы писем и рекомендуемый языковой репертуар

Личное/Неофициальное письмо (personal/informal letter)

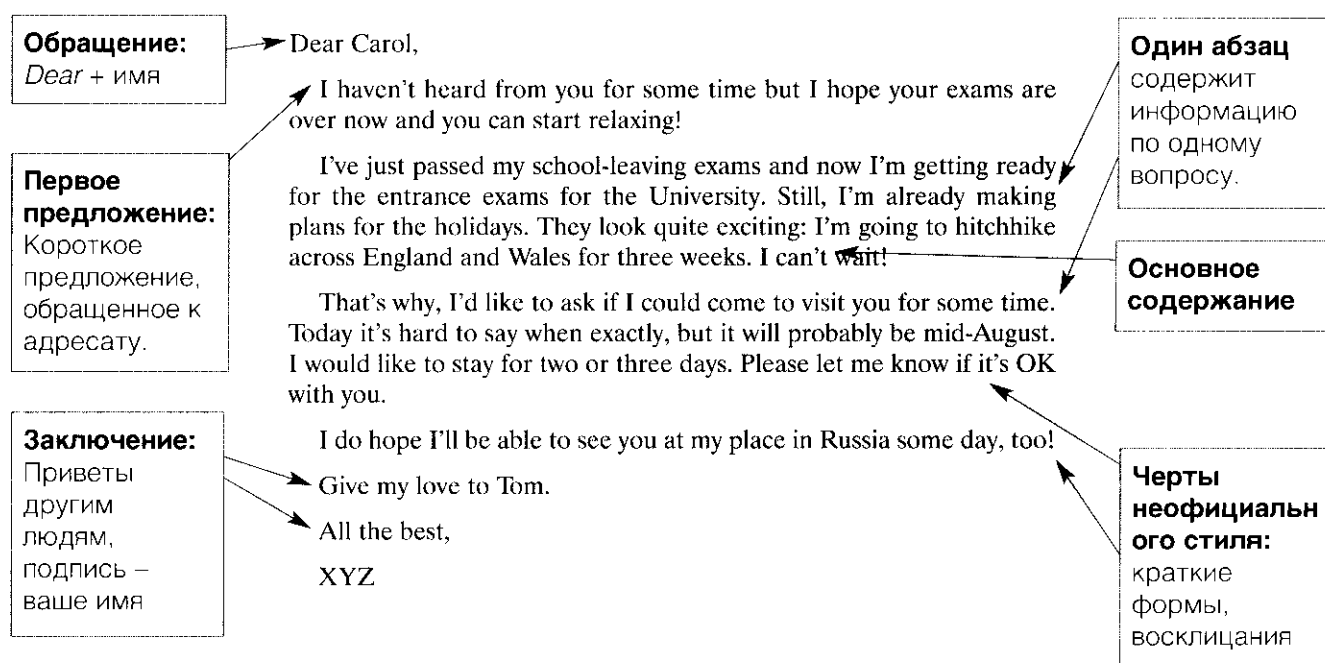
Экзаменационное задание

You are going to England for holiday. You would like to stay for a few days at your English friend's. Write a letter and ask if it is possible.

- Describe briefly your holiday plans.
- Present your request.
- Say how long you would like to stay.
- Express hope for her return visit to Russia.

Write 120–150 words.

Образец ответа



Характерные черты личного письма

■ Структура

1. **Обращение:** начинайте с *Dear XYZ* или *Hi, XYZ*, после обращения поставьте запятую.
2. **Введение:** напишите короткое предложение, относящееся к адресату: *It was so good to hear from you.; Thanks for your recent letter.; I'm so sorry I haven't written for so long, but...*
3. **Заключительная фраза:** в коротком предложении попросите адресата передать привет кому-либо: *Give my love/regards to...*, и выразите надежду на встречу или получение ответа: *Looking forward to seeing you/hearing from you.* Закончите письмо

выражениями: *All the best; Love* и подпишите письмо.

- **Абзацы:** каждый абзац следует посвятить одной теме или одной определенной информации.
- **Развитие содержания:** расширьте каждый пункт задания. Примером такого расширения может служить фраза в конце первого абзаца *'I can't wait it!'*
- **Язык и стиль:** используйте краткие формы (*I'm, I can't*) и особую пунктуацию типа восклицательных знаков; также используйте обороты и выражения, характерные для разговорной речи (*if it's OK with you*).

Фразы и выражения, рекомендуемые при написании различных писем личного характера

Письмо с извинениями (Letter of apology)

- I'm really sorry that I forgot about ...;
I'm writing to apologise for ...
- I'm so sorry I couldn't make it ...
- It will never happen again ...

Письмо-приглашение (Letter of invitation)

- I'm writing to invite you to ...
- I'm having a party ...; Would you like to come?
- I hope you'll be able to join us/to make it.

Письмо-просьба (Letter of request)

- I'm writing to ask you for your help/to do me a favour.
- I wonder/was wondering if I could ask you to ...
- I would be so/terribly/really grateful if you could ...

Благодарственное письмо (Thank you letter)

- I'm writing to thank you so much for ...
- The party was great/fantastic ...
- It was very kind/nice of you to ...

Письмо-поздравление (Congratulations letter)

- I'm writing to congratulate you on passing your exams ...; Congratulations on ...!
- You really were the best ...; You deserved ...

Письмо-информация (Letter of information)

- This is just to let you know that ...;
I'm just writing to tell you that ...
- You must be wondering what's happened to us all.;
Here's our news at the moment ...

ОФИЦИАЛЬНОЕ ПИСЬМО (formal letter)

Экзаменационное задание

You want to establish a local club for young people. You need some financial support from an international company which has its headquarters in your district. Write a letter to this company including the following information:

- explain what you are asking for;
- describe your experience in social activities;
- give reasons why such a club is necessary in your area;
- suggest the possible benefits of such a club

Write 120–150 words.

Образец ответа

<p>Начало: официальное обращение</p>	<p>Dear Sir or Madam,</p>	<p>Каждый абзац посвящен одной определенной информации</p>
<p>Первое предложение: причина, по которой вы пишете</p>	<p>I am writing to apply for your support and financial assistance in establishing a local club for young people.</p>	<p>Слова-связки структурируют текст и облегчают понимание</p>
<p>Типичные предложения, завершающие официальное письмо</p>	<p>We are a group of students with wide experience in organising social events such as the <i>Protect Our Planet</i> festival which is held every spring in our district. As a matter of fact, we are particularly concerned with the quality of life in our neighbourhood.</p> <p>The problem is that at present the young people who live here do not have much to do. As a result, crime and vandalism are on the rise in the vicinity. We strongly believe that the club would distract young people from engaging in illegal activities by providing them with more purposeful ways of spending their time.</p>	
<p>Конец письма: формула вежливости и полная подпись (имя и фамилия)</p>	<p>Moreover, as your firm specialises in fashion for young people, the club members could help in promoting your products.</p> <p>Thank you for considering our application and we look forward to hearing from you.</p> <p>Yours faithfully, XYZ</p>	<p>Черты официального стиля: официальные выражения, нет кратких форм.</p>

Характерные черты официального письма

■ Структура

- 1. Обращение:** начните с *Dear Sir or Madam* (если вы не знаете, кто адресат – мужчина или женщина) или *Dear Professor Smith, Dear Ms. Brown*.
- 2. Вводная часть:** дайте причину, по которой вы пишете это письмо, и коротко представьтесь. В письме на стр. 146 первые два абзаца возможно поменять местами (сначала представиться, и затем дать причину).
- 3. Конец письма:** перед подписью всегда ставится фраза (формула вежливости) *Yours faithfully* (если в обращении не стоит имя) или *Yours sincerely* (если письмо адресовано конкретному человеку). Перед этой фразой напишите одно из следующих предложений: *Thank you for ...* или *We/I look forward to hearing from you*.

■ **Абзацы:** каждый абзац следует посвятить одной теме или одной определенной информации.

■ **Язык и стиль:** используйте лексику и структуры, характерные для письменной речи официального характера (*financial assistance in establishing...; particularly concerned with*).

Внимание! Не используйте краткие формы, восклицательные и вопросительные знаки (старайтесь писать косвенные вопросы) или разговорные выражения (~~*It would be cool if...*~~)
Для официальных писем характерно использование союзов и союзных оборотов

а) цели (*purpose*)

in order to, so as to, so that

б) следствия (*consequence*)

as a result, in consequence, consequently

в) противопоставления (*contrast*)

on the other hand, while, whereas, however

г) добавления (*addition*)

first/second/third, first of all, besides, moreover, in addition, additionally, furthermore

Фразы и выражения, рекомендуемые при написании различных писем официального характера

Запрос (letter of enquiry)

- * *I am writing to ask/enquire about/in connection with ...*
- * *I would like to know more about ...; I would like to ask for further information concerning ...*
- * *I would be very grateful if you could ...*
- * *I look forward to receiving ...*

Жалоба (letter of complaint)

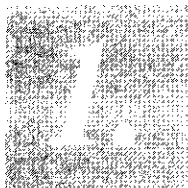
- * *I am writing to complain about ...*
- * *I must express my dissatisfaction with ...*
- * *Contrary to the description in the brochure/instruction manual ...*
- * *I am afraid I must ask you to ...*
- * *I hope this entitles me to compensation/a refund ...*

Письмо, выражающее мнение/письмо в редакцию (opinion letter/ letter to a magazine)

- * *I am writing in connection with the article ...*
- * *I was very much interested in your editorial ...*
- * *I must say I strongly disagree with ...; I would like to take issue with ...*
- * *I could not agree more with the statement that ...*
- * *I was fascinated/amused/delighted/shocked/disgusted to ...*
- * *I wonder what other readers think about the issue.*

Письмо с просьбой о приеме на работу (letter of application)

- * *I am writing in connection with the job advertisement/information concerning ...; I'm writing in reply to/in response to/with regard to ...*
- * *I would like to express my interest in ...; I would like to apply for the post/position of ...*
- * *My reason for applying is ...; I'd like to apply because ...*
- * *As far as my qualifications are concerned, ...; As for my experience, ...*
- * *I would be happy to attend an interview at your earliest convenience/at any time that is convenient to you.*
- * *I enclose my CV/references from my previous employers.*



Рецензия

В этом разделе вы узнаете:

- как выбрать тему для рецензии;
- как написать план рецензии и саму рецензию;
- как проконтролировать стиль рецензии.

Ключ к успеху

- Прочитайте внимательно тему. В рецензии вам нужно описать то, что дано в задании (например, книгу, фильм, концерт, выставку) и выразить свое мнение по этому поводу. Используя предложение, данное в задании, попытайтесь быстро решить, на что конкретно вы будете писать рецензию. Выбор лучше делать стратегический – с точки зрения возможности написания интересного текста, а не просто потому, что вам это понравилось.
- Когда обдумываете содержание рецензии, помните о специфике формы. Рецензия должна содержать объективное описание некоторых аспектов (например, сюжет пьесы или игра актеров) и ваше мнение об этом. Запомните, что нельзя смешивать описание и мнение!
- Когда вы пишете план рецензии, помните о типичных моделях написания рецензии. Решите, хотите ли вы выразить свое мнение после каждого описания определенного аспекта рецензируемого объекта, или вы хотите сначала дать полное описание, а затем выразить свое общее мнение. В зависимости от того, что вы выбрали, включите в план соответствующее количество абзацев и информацию, которую вы хотите дать в каждом из них.
- При написании рецензии старайтесь придерживаться одного стиля. В зависимости от содержания рецензия может быть официальной или неофициальной, поэтому вы должны выбрать один стиль и придерживаться его.
- Когда вы будете вносить поправки по содержанию и стилю, обратите внимание на те части, где дается только описание, без выражения мнения. Они по стилю должны быть нейтральными.
- Перед тем как написать окончательный вариант, внимательно проверьте языковую грамотность и посчитайте количество слов.

Выбор темы для рецензии



Ниже даны две типичные темы для рецензии. Подумайте, какую книгу или телесериал стоит выбрать для написания рецензии и почему? Выберите стратегии (a–b), которые вы считаете наиболее эффективными.

1. Write a book review for a book that made a great impression on you. Describe it and write why it is so important.
2. Write a TV series review. Describe it and characterize its strengths and weaknesses.
 1. a) I choose a book which impressed me though it is hard to say why.
 - b) I choose a book which impressed me and I know a lot about.
2. a) I choose a TV series which I like a lot.
- b) I choose a TV series which is quite controversial.

Обдумывание содержания рецензии



Рецензия должна включать описание аспектов рецензируемого объекта. Посмотрите на тему 2 из упр.1 и решите, какие из перечисленных ниже аспектов не нужно включать в рецензию. Объясните свой выбор.

- описание сюжета
- описание действующих лиц
- описание фона, на котором происходят события
- оценка игры актеров
- оценка работы оператора
- представление главных героев
- когда вы в первый раз увидели этот сериал
- сравнение с другими сериалами
- описание других фильмов, поставленных этим режиссером

Планирование содержания рецензии

3

Рецензия строится в соответствии с одной из моделей (А–В). Подумайте, какую из них лучше выбрать при работе над темой 2 из упр.1.

Модель А

Первый абзац	Введение в тему
Второй абзац	Описание выбранных аспектов рецензируемого объекта (например, описание главных героев) и их оценка
Третий абзац	Описание игры актеров, постановки и их оценка
Четвертый абзац	Заключение: сильные и слабые стороны, свое мнение/рекомендации

Модель В

Первый абзац	Введение в тему, ее описание и оценка
Второй абзац	Описание выбранных аспектов рецензируемого объекта (например, описание главных героев, краткое содержание)
Третий абзац	Описание игры актеров, постановки
Четвертый абзац	Заключение: сильные/слабые стороны, рекомендации/без рекомендаций

Единство стиля

4

При написании рецензии старайтесь придерживаться выбранного стиля. Ниже приводится часть рецензии по теме 2 из упр.1, где используется модель А из упр.3. Подумайте, как изменить второе предложение так, чтобы по стилю оно не отличалось от первого.

Acclaimed by critics and immensely popular with viewers, the TV series *Ally McBeal* focuses on the professional and personal life of a group of young lawyers. Now that the series has hit TV screens in this country, you may wonder how the affairs of such folks will go down with the British couch potato and what are the film's pros and cons.

Разделение описания и оценки

5

Очень важно не смешивать описание и свою оценку. Ниже приводятся два следующих абзаца из рецензии, начало которой вы прочитали в упр.4. Хотя автор старался быть объективным, в некоторых местах рецензии на сериал есть элементы своего мнения. Таких мест в приведенном тексте семь. Найдите и вычеркните их, либо замените более нейтральными фразами.

The series tells the story of Ally McBeal, a lovely novice solicitor who begins her professional career with the firm owned by an eccentric (and not fully convincing) lawyer Richard Fish. One of the first people she meets there is her ex-boyfriend Billy Thomas who happens to work in the same firm together with his Barbie-like wife Georgia. Their unexpected meeting sets the scene for the sequence of love affairs and break-ups involving Ally and her funny friends in the firm.

The film's biggest asset is the cast led by Calista Flockhart as Ally. Sensitive and intelligent, yearning for emotional partnership and yet fiercely independent, her Ally portrays a modern young woman everybody would eagerly identify with. But the film is also a superb comedy bordering on fantasy. Ally's problems are both emphasised and laughed off by means of special devices; for example, when she feels embarrassed, she is shown as rapidly diminishing to become the size of a mouse.

Исправление ошибок

6

Ниже приводится последний абзац рецензии. В нем пропущено семь слов (артикли, предлоги и т.п.). Найдите ошибки и исправьте их.

Perhaps all the characters and situations in *Ally McBeal* are equally credible particularly meaningful to British viewer. However, the series appeals our intelligence and sense humour, and impact is strengthened by the original soundtrack Vonda Shephard.

Задание экзаменационного типа

7

Write a review of a cultural event (e.g. theatre play, exhibition, concert). You have to describe it and explain why it is worth seeing it.

Write 200–250 words.

Образец рецензии и рекомендуемый языковой репертуар

Экзаменационное задание

Write a review recommending a book which you can learn a lot from. Write 200–250 words.

Образец ответа

Введение
объект рецензии (автор, заголовок) и основные направления рецензии

Основная часть

Заключение
вместе с рекомендациями

Заголовок

Характерная лексика

The Secret History

→ *The Secret History* is a powerful first novel by an American writer, Donna Tartt. Set in New England, it is the portrayal of an elite group of privileged and self-assured college students. The story is told by fellow student Richard Papeen who has recently transferred to the college from California. Richard is eventually accepted into the group, and slowly becomes aware of their terrible secret, which is to change his own life forever.

→ *The Secret History* is rich and detailed in plot, providing many layers for the reader to explore. Predominantly, it is a murder mystery which is so intricately constructed that it will hold your attention right up to the final page. The book is most moving at times, while at others it is immensely amusing. Additionally, for anyone with a background in classics, the book contains yet another layer of vivid references to Ancient Greece to be savoured and enjoyed.

→ As for the characterization, Donna Tartt is extremely successful in forging the different identities of the clique of students, as well as introducing some delightful cameo characters such as tranquilized parents and spaced-out hippies. She is unusually perceptive about New England college life, and contrasts its rich sophistication with the less privileged West Coast viewpoint of the narrator most skilfully.

→ My only reservation about this book is its length. At over 500 pages, it is just a little too long. In spite of this, I literally could not put it down! I highly recommend *The Secret History*, which is a truly magnificent achievement from this new young novelist..

Характерные черты рецензии

■ Структура

1. **Введение:** относится к теме, например, может выражать положительное или отрицательное мнение о предмете рецензии, но не забудьте дать такую важную информацию как автор, название, о чем (эта книга, пьеса и т.д.)
2. **Основная часть:** детализирует содержание (книги, пьесы и т.д.), акцентирует внимание на отдельных чертах, деталях предмета рецензии.
3. **Заключение:** суммирует различные аспекты, затронутые в рецензии; важно четко заявить, можно ли рекомендовать рецензируемую (книгу, пьесу и т.д.). Начать последний абзац можно со слов: *All in all, On balance, In conclusion.*

■ **Язык и стиль:** т.к. рецензия должна представить ваше собственное мнение о предмете, используйте соответствующие слова и фразы (*highly informative, coloured by, a fascinating document, additionally endorsed by, reliable, marked by, truly rewarding and enjoyable.*)

Тематическая лексика

■ **Рецензия на фильм (film review):** *director, script, cast, set, acting, on the (silver) screen, play a part of, main protagonist, plot, soundtrack, special effects, conflict, resolution*

- **Рецензия на спектакль (play review):** *playwright, director, scenery, cast, acting, play, drama, stage, audience, act, scene, monologue, dialogue*
- **Рецензия на концерт (concert review):** *venue, gig, stage, visual effects, sound quality, show, performance, support, song, number*
- **Рецензия на книгу (book review):** *author, novelist, poet, epoch, period, novel, short story, poem, documentary, fiction, non-fiction, essay, plot, illustrations, contents*
- **Рецензия на выставку (exhibition review):** *exhibition, happening, sculptures, classical/modern art, abstract/realistic paintings, venue, artist, curator*
- **Рецензия на другие культурные события (открытие клуба, молодежного кафе и т.д.):** *venue, opening/first night, design, furniture, atmosphere, type of music, food/drinks served, service, DJ*

Выражение мнения

- ✦ *really fantastic/extrordinary, charming, fabulous, absolutely stunning/suberb/amazing/spectacular, truly gripping/informative/engrossing, fairly attractive/exciting/successful, a real eye-opener*
- *bland, uneventful, monotonous, in bad taste, morbid, completely disappointing/predictable/humourless, missing the point, a total disaster*



Сочинение-описание

В этом разделе вы узнаете:

- как проанализировать предмет описания;
- как спланировать и написать сочинение-описание.

Ключ к успеху

- Проанализируйте тему (это всегда будет описание человека, места, отпуска или праздника). Обратите внимание на тот факт, что в сочинениях такого типа требуется не только дать описание, но и аргументировать свой выбор. Определите, что конкретно вы хотите описать, и подумайте, как аргументировать свой выбор.
- Когда вы обдумываете содержание своего сочинения, постарайтесь посмотреть на объект, который описываете, с разных сторон.
- Когда вы составляете план своего сочинения, начните с первого абзаца. Обдумайте его содержание и убедитесь, что оно соответствует теме. Выделите те черты объекта, на которые вам хотелось бы обратить внимание, и приведите доводы, подтверждающие, что эти черты действительно важны. Затем определите необходимое количество абзацев и информацию, которую вы хотите включить в каждый из них.
- Когда вы пишете сочинение, обратите внимание на предложения и выражения, которые соединяют в каждом абзаце описание и аргументы, объясняющие ваш выбор, и, таким образом, делают ваш текст связанным.
- Когда вы сделали все необходимые исправления в содержании и стиле текста, постарайтесь заменить простые фразы-клише на более содержательные выражения. Постарайтесь не употреблять “пустых” определений (*nice*) и слишком простых предложений (*She was old*).
- Проверьте текст, чтобы избежать грамматических и лексических ошибок, и проверьте, соответствует ли количество слов экзаменационным требованиям.

Анализ темы



Прочитайте тему сочинения-описания.

Describe a person who influenced your life most.

Данная тема предполагает включение в сочинение двух аспектов: описание человека и объяснение, почему этот человек оказал такое большое влияние на вашу жизнь. Теперь прочитайте приведенные ниже темы сочинений и определите, что нужно включить в каждое из них.

1. Describe a place you would like to visit again.
2. Describe the most unusual person you have met.
3. Describe a person you would love to make friends with.

Анализ объекта описания



При написании сочинения-описания полезно сделать заметки по различным сторонам описания. Посмотрите на тему 2 из упр.1 и заполните данную таблицу словами, описывающими различные характерные черты самого необычного человека, которого вы встретили.

Appearance	Character	Lifestyle	Behaviour
<i>curly hair</i>	<i>courage</i>	<i>an early bird</i>	<i>smiling</i>

Планирование вводного абзаца

3

При планировании сочинения-описания выберите те черты, которые вы хотите описать и определите, какие из них делают объект описания столь важным для вас. Ниже приводятся три варианта (а-с) вводного абзаца по теме 2 из упр.1. Какой из них кажется вам наиболее приемлемым? Объясните свой выбор, принимая во внимание следующие вопросы:

Соответствует ли он теме?

Насколько хорошо выбраны характерные черты?

Есть ли указание на то, почему эти конкретные черты так важны для вас?

- What makes a person unusual – good looks? intelligence? that she can play the piano? Who knows? My friend says he always meets extraordinary people, that they are everywhere. I'm not so sure. The most unusual person I have met lives in Sweden (but she is Danish) and I met her only once.
- I often wonder what made her so special. For one thing, she was the tallest woman I have ever seen, towering over people wherever she went. However, this imposing body was home to a very private and modest self. She was full of contrasts, which I was to discover in some of the most dramatic circumstances in my life.
- Unusual people can be divided into ordinary mortals with one or two special features and outright eccentrics. As I have not met Michael Jackson, let me turn to somebody whose plain humanity and integrity made her the most unique character I have ever met.

Соединение описания и аргументации

4

При написании сочинения-описания попытайтесь логически развить каждый абзац, соединив описательную часть с аргументацией. Прочитайте приведенные три абзаца из сочинения и заполните пропуски (1-3) предложениями (а-с).

- I was surprised to see her sitting room filled with photographs of happy people of all ages.
- One day I woke up to the cheerful chatter of voices in her garden.
- But then she spoke, and her deep, energetic voice changed the situation utterly.

When I first saw her, Barbara seemed just another elderly lady with an ailing, fragile body and wrinkled hands. (1) ____ . The old lady was transformed into an emblem of youthful courage.

Barbara's lifestyle was anything but unusual. After breakfast she would tour her garden. Later she could be seen in town, doing her shopping. (2) ____ . As it turned out, Barbara had saved a lot of lives during the war.

In spring our neighbourhood was flooded with appeals for help for the victims of another military conflict in the Balkans. Suddenly Barbara disappeared. (3) ____ . It was just unbelievable – she took home a refugee family, complete with two new-born babies.

Редактирование

5

Попытайтесь дать более сложные эквиваленты приведенных простых фраз (1-5). Посмотрите, как те же мысли были выражены в отрывке из сочинения в упр.4.

- ... changed into somebody very young and brave.
- Barbara's lifestyle was not special at all.
- ... many happy people talking in her garden.
- ... there were many appeals for help in our area ...
- ... she invited a family which included very small children.

Исправление грамматических и лексических ошибок

6

В приведенном ниже последнем абзаце сочинения есть десять ошибок. Найдите и исправьте их.

Since then I moved and lost touch with Barbara, although I am sure the world will be a better place unless there were more people like she. The most usual people can put their human into practice and look that they care. So to stay an unusual person is both very easy and very difficult instead.

Задание экзаменационного типа

7

Write an essay on the topic below.

Describe a person you could spend a year with on a deserted island.

Write 200-250 words.

Образец сочинения-описания и рекомендуемый языковой репертуар

Экзаменационное задание

What is a 'magical place' to you? Describe such a place you know from your experience.

Образец ответа

Arbat

Введение в тему → There isn't one definition of what a magical place is. However, to me, it would certainly be a place that is physically beautiful or lies in a stunning geographical location. People should simply feel drawn to it. It should of course have a distinct character of its own, and, most importantly, that magical ability to just make you feel good.

Основная часть
Описание и характеристика места → One such place is Arbat Street in my home city of Moscow. It features fascinating examples of urban architecture, from small old houses off numerous side streets, to imposing Art Nouveau buildings. The street – one of the oldest in Moscow – has traditionally been a busy shopping center, that at the same time offers many opportunities for relaxation.

There is no car traffic, so people can stroll leisurely, watching street artists at work or listening to musical performers of all sorts, or just stop for a cup of coffee or a glass of beer in one of the innumerable cafés or pubs. At night, when Arbat is lit up with its warm yellow lights, the street changes into an exciting place where you are sure to bump into an old friend or two.

Заключение
Обобщение по теме → With its characteristic architecture and its unique atmosphere, Arbat is undoubtedly magical. In any case, a magical place can be a beautiful spot in the country or a shopping mall in a big city. It all depends on what makes it magical to you.

Характерные черты сочинения-описания

■ Структура

1. **Введение:** сошлитесь на тему – помните, что задание включает какой-то определенный аспект, например здесь: что такое 'волшебное место'? (определение дается в первом абзаце); напишите, на чем будет сделан акцент (*physical features, distinct character*).
 2. **Основная часть:** определите, что конкретно вы собираетесь описать (*One such magical place is...*), дайте развернутое описание (*It features fascinating examples..., imposing Art Nouveau buildings*); включите черту, которая оживит текст (*At night, when Arbat is lit up, the street changes into...*)
 3. **Заключение:** обобщите описание, четко сославшись на тему (*With its... can undoubtedly be called magical*). Дайте свое мнение и обоснуйте его.
- **Язык и стиль:** используйте фразы, которые помогут читателю представить себе объект описания и опишите атмосферу (места) или чувства (*exciting*).

Тематическая лексика

■ Описание человека

Внешность: *slender/plump/roundish, red/blond/dark/black-haired, green/blue/hazel eyes, elegant/casual/smart/scruffy*

Черты личности: *laid back, tight, intelligent, brilliant, patient, hard-working/lazy, unusual, extraordinary, eccentric, amusing, a bore*

(дополнительно см. раздел «Человек», упр.1–5, стр.36–38)

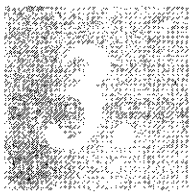
■ Описание места

Тип места: *street, country lane, mountain, hill, peak, seaside, beach, dune, lake, river, stream, house, cottage, block of flats*

Описание: *narrow, wide, cobbled, smooth, lined by trees/houses/buildings, empty, busy, tall/high, wavy, hilly, stormy, cramped, uncluttered, dark, full of light*

Характеристика: *spacious, cosy, pleasant, relaxing, spectacular, far-ranging, spotlessly clean, energising, dramatic, depressing, alarming, frightening, monotonous*

(дополнительно см. раздел «Дом», упр.1–4, стр.39)



Сочинение-повествование

В этом разделе вы узнаете:

- как выбрать правильное направление развития рассказа;
- как спланировать и написать сочинение-повествование;
- как разнообразить стиль изложения.

Ключ к успеху

- Проанализируйте тему. Подумайте, сочинение какого типа она предполагает (например, повествование, размышление, сказку или описание события).
- Когда вы обдумываете сюжет, подумайте также и о структуре сочинения.
- Когда вы составляете план сочинения, выберите подходящую структуру и количество абзацев. Если вы хотите включить в рассказ определенную интригу, включите момент интриги в каждый абзац.
- Когда вы пишете сочинение, обратите внимание на вступление и заключение. Подберите такие языковые средства, чтобы их стиль был живой и яркий.
- Проверьте соответствие количества слов экзаменационным требованиям. Помните, что текст сочинения можно увеличить, добавив к нему описание или размышления.
- Проверьте стиль сочинения. Постарайтесь использовать разнообразные выражения и структуры и сделайте стиль сочинения естественным – не следует употреблять слишком сложную лексику.

Анализ темы



Ниже даны три темы сочинения и список черт (a–f), характерных для различных типов повествования. Для каждой темы выберите по две черты, которые следует использовать при написании.

1. Напишите рассказ, который заканчивается следующим предложением: 'No sooner had those words been said than the chains crumbled to pieces and he was free again.'
 2. Напишите рассказ, доказывающий правильность поговорки: 'A friend in need is a friend indeed.'
 3. Напишите рассказ, который начинается со следующего предложения: 'Never before had I been so scared, and there was no time to spare.'
- a) диалоги
 - b) рассказ от первого лица
 - c) волшебные события
 - d) мораль
 - e) напряженная атмосфера, интрига
 - f) размышления о природе людей

Обдумывание содержания рассказа



Когда вы придумываете рассказ, подготовьте несколько вариантов развития сюжета. Прочитайте тему 3 из упр.1 и заметки (a–c) к этой теме. Какой сюжет является, с вашей точки зрения, более подходящим и почему?

- a) You want to slow down on the motorway when you discover that the brakes are not working – you grab the car manual and look for information on such an emergency – the manual gets your attention and absorbs you: what a fascinating machine! – you read till sunset and the car stops itself at the end of the motorway.
- b) You are walking through a swamp – your clothes are soaked – darkness falls – it gets very quiet – it begins to rain – you have finished your last chocolate wafer – suddenly a helicopter appears and rescues you.
- c) You are staying in a hotel and suddenly smell burning – you run to the door but the lock will not move – you go to the window – you can see smoke coming from the window in the room next door – you try opening the window but the handle comes away in your hand – suddenly you hear a loud crack in the ceiling – you wake up suddenly and realise that it was just a dream.

Деление на абзацы



При планировании рассказа помните о делении на абзацы. Продумайте, сколько абзацев вам понадобится, чтобы рассказ было легко читать. Ниже дается черновик сочинения по теме 3 из упр.1. Разделите текст на три абзаца.

Never before had I been so scared, and there was no time to spare. A quick check of the instruments confirmed the worst possible scenario. I was plummeting, one metre per second, and would soon run out of oxygen to perish ultimately at the bottom of the shimmering blue. It would be all happening so quickly, too quickly even for the sharks to have a whale of a time tearing us to pieces and devouring me and my companion bit by bit ... My companion! In what was surely one of the final moments of my life, I swung back in my seat to scan the back of the cabin. There she was: hardly discernible in the darkest corner, mumbling something to herself in something which I automatically assumed must have been a final prayer. It took another precious last split second of my life to realise that Jan was in fact singing to herself. Yes, singing a children's lullaby – as if I weren't breaking the world record of crashing at sea right in front of her! I yelled in her direction for some form of support. Another split second later, just as we were combing the waves and the metal cover of the plane's belly began to crack ...

Написание концовки рассказа



Обратите особое внимание на окончание рассказа. Попробуйте сделать его таким же интересным, как и начало. Ниже приводятся два варианта окончания рассказа из упр.3. Какой из них вам больше нравится и почему?

- ... there was the muffled sound of slippers behind my back. Jan came over, patted me on the shoulder and said, 'Mum, will you ever learn that you have five lives more?'
- ... we were catapulted right onto the water surface. So Jan had managed to release that old latch! Never before had I been so relieved, and as for sharks – that is another story.

Контроль объема рассказа



Образец рассказа в этом разделе содержит около 240 слов. Вы хотите добавить еще одно предложение. Прочитайте данные ниже предложения (a–f) и найдите три места в тексте из упр.3, куда можно добавить эти предложения. Затем выберите то предложение, которое, с вашей точки зрения, следует добавить.

- It was beyond me to hazard even the wildest guess at what prompted her to resort to singing in the last moment of her life.
- Overwhelmed by panic, I just about managed to lift the plane's wing sideways and keep it at some awkward angle above the sea-level before it plummeted again.
- How could I forget that there was somebody else on board, whose life had so far been so safe and secure by my side?
- Jerking and twisting uncontrollably, my hand was still punching and pressing at the buttons, but I knew it was all in vain.
- She mumbled something, which wasn't exactly the kind of encouragement that would keep one fighting until the last bubble of air is left in her lungs.

Использование яркого и образного языка



При редактировании текста обратите внимание на лексику и попытайтесь ввести образные слова и выражения. Прочитайте данный первый абзац рассказа и замените подчеркнутые слова и выражения таким образом, чтобы сделать повествование более эмоциональным. Часть предложений нужно объединить.

Never before had I been so scared, and there was no time to spare. It was so scary to go through the crocodile-infested swamps! The sweat was going down my face. Nobody was going to come to my rescue. There was another sound of heavy footsteps going somewhere behind me. I was scared to death and really didn't know where to go next.

Задание экзаменационного типа



Write a story which ends with the following sentence:

'And to think that only that morning I saw my life as being empty and dull!'

Write 200–250 words.

Образец сочинения-повествования и рекомендуемый языковой репертуар

Экзаменационное задание

Write a composition referring to the proverb 'It never rains but pours'.

Введение:
описание места и времени действия, представление героев

Образец ответа

It never rains but it pours.

On that Monday Alice Walker woke up feeling really happy. The contract with the publisher was finalised at last, and today she was to begin her book on English proverbs. On her way to the kitchen, she glanced at her study. The desk was in perfect order and there was a nice fresh breeze from the open window. Alice prided herself on being a very well-organised person who left nothing to chance.

Two hours later the phone rang. Never before had Alice stopped her work to answer sudden phones or doorbells, but strangely she decided to do so that time. As she was reaching for the receiver, she knocked over a jug of water that she always kept on the desk. For a while, Alice watched in horror as the water seeped through the pile of her morning's work. Then she managed to concentrate on the voice on the other end of the receiver. 'We are terribly sorry, Ms Walker,' her publisher's secretary said, 'but we will really have to give up this contract because ...'

Alice should have rushed to save her work from being soaked completely, but she just sat there and looked on. And then she suddenly remembered the proverb she had been working on. 'It never rains but it pours ... what a coincidence!' she smiled to herself as a sudden gust of wind from the open window threw the papers into the air and swirled them in ultimate chaos all around the room.

Разнообразные грамматические структуры

Разнообразные союзы и выражения

Основная часть:
разнообразные формы глагола и слова-связки помогают расположить действия в хронологической последовательности

Окончание рассказа:
логически завершает повествование

Характерные черты сочинения-повествования

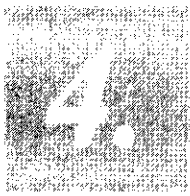
■ Структура

1. **Введение:** включите расширенную информацию о героях, месте и времени действия (*that Monday, Alice Walker, about to begin her book*).
2. **Основная часть:** опишите развитие событий в четкой хронологической последовательности (*the sudden gust of wind threw... and swirled...*).
3. **Окончание рассказа:** закончите сочинение событием, которое логически завершает рассказ. Помните, что, если это событие будет смешным или неожиданным, то рассказ оставит у читателя хорошее впечатление.

- **Язык и стиль:** используйте разнообразные глаголы для выражения действия (*the phone rang, she was searching for*); включите фразы, указывающие на порядок действий (*on that day, on her way to the kitchen, never before*); используйте выражения, которые поддержат интерес читателя (*watched a horror*); чтобы разнообразить повествование включите фрагменты диалога или внутреннего монолога героя (*'We are terribly sorry', 'What a coincidence'*).

Рекомендуемый языковой репертуар

- **Представление героев, времени и места действия:**
Cathy was a young happy woman ...; Mark was a handsome 20-year-old college student who ...; There was a house in the village ...; The garden was/looked/seemed ...; It all started/happened/occurred when ...
- **Хронологическая последовательность событий:**
first/second ..., at first ... and later on ..., just when/then ..., shortly afterwards ..., after/before ...; looking back, s/he noticed/caught a glimpse of ...
- **Интрига, поддержание интереса читателя:**
I'd never believed in coincidence/bad luck until one day when ..., And at that very moment, just as he was beginning to relax ..., But she didn't realise then that the worse was still to come ...



Эссе

В этом разделе вы узнаете:

- как подготовить аргументы «за» и «против»;
- как спланировать и написать эссе;
- как выразить свое мнение.

Ключ к успеху

- Внимательно прочитайте тему. Проверьте, требует ли эта тема аргументов общего характера или наряду с этим допускает возможность высказать свое собственное мнение.
- Обдумывая содержание работы, приготовьте аргументы «за» и «против». Постарайтесь представить равное количество аргументов с обеих сторон, чтобы ваш ответ был сбалансирован.
- Планируя эссе, решите, сколько должно быть абзацев и как распределить аргументы по абзацам.
- В процессе написания эссе обратите особое внимание на построение каждого абзаца. Начните каждый из них предложением, которое выражает его основную мысль.
- Проверая работу с точки зрения содержания, обратите особое внимание на заключение, которое должно содержать основные выводы из всего текста.
- Проверая работу с точки зрения языка и стиля, имейте в виду, что употребление безличных структур и оборотов, в принципе, может повысить убедительность ваших аргументов. Проверьте, нет ли в работе грамматических ошибок или ошибок в написании слов, и вписывается ли она в установленный лимит слов.

Анализ темы



Ниже даны четыре темы для написания эссе. Определите, какие из них предполагают непосредственное высказывание своего мнения, а какие требуют более объективного представления аргументов «за» и «против».

1. Present advantages and disadvantages of living in a big city.
2. 'Life in big cities has its ups and downs'. Do you agree with this opinion?
3. Introduce the main arguments of opponents and supporters of life in a big city and take one side.
4. According to the latest survey more than half of village inhabitants would immediately move to a big city. On the other hand, city dwellers are also willing to escape to the country. Write an essay in which you present arguments for and against living in a big city.

Подготовка аргументов



Обдумывая содержание своего эссе, подготовьте равное количество аргументов «за» и «против». Посмотрите на тему 1 из упр.1. Ниже даны 4 аргумента «за». Подготовьте контраргумент для каждого из них.

Arguments for	Arguments against
1. It is easy to find work in a big city.	
2. There are many theatres and cinemas in big cities.	
3. Life in a big city is never boring.	
4. A person feels safer in crowds.	

Планирование эссе



При планировании эссе определите сначала количество абзацев. Ниже приведены три модели написания эссе с аргументацией «за» и «против». Еще раз посмотрите на аргументы и контраргументы из упр. 2 и решите, как можно представить эту аргументацию в каждой из данных моделей. Затем подумайте, какая модель будет наиболее оптимальной, а какая – наименее.

Модель А

Абзац 1	
Абзац 2	
Абзац 3	

Модель Б

Абзац 1	
Абзац 2	
Абзац 3	
Абзац 4	
Абзац 5	
Абзац 6	
Абзац 7	

Модель В

Абзац 1	
Абзац 2	
Абзац 3	
Абзац 4	

Написание эссе



При написании эссе обратите особое внимание на то, что каждый абзац должен быть написан соответствующим образом (первое предложение выражает основную мысль абзаца). Ниже даны первые предложения четырех абзацев (модель В из упр.3). Перепишите их, используя более сложные структуры и лексику.

1. They always say that life in a big city is different from life in the country because life in the city is morally wrong and life in the country is good for your mind and body.
2. Talking about advantages of life in a big city, first of all there are many jobs and many places where people can go after work.
3. But it is also important to remember that a big city has some disadvantages.
4. So life in a big city has both advantages and disadvantages.

Заключительный абзац



При проверке содержания эссе убедитесь, что заключительный абзац подытоживает аргументы «за» и «против» и подводит итог сказанному. Прочитайте приведенное ниже эссе и допишите заключительный абзац, учитывая необходимые требования. Используйте не более 30 слов.

Life in a big city is often contrasted with life in the country, with the former meaning the root of all evil and the latter suggesting a paradise on earth. However, people have always been attracted to big urban centres, and to some they indeed become a promised land. Let's examine some of the reasons for such differences of attitude and opinion.

As far as the advantages of living in a big city are concerned, these are above all the professional and cultural opportunities offered to its inhabitants. In a big city, every day seems to bring new exciting prospects. What is more, the throngs of people with whom that excitement is shared can also be seen as a positive factor since some people feel safe in a crowd. Thus a big city brings change and variety to human existence.

On the other hand, many of a big city's attractions have their dark sides, too. Access to career options means stress and competition. The city's cultural potential, however immense, is not affordable to everybody. Moreover, people in a big city are more vulnerable, often falling victim to crime on its mean streets. And as for constant change and excitement, they involve noise and traffic jams.

To conclude, it appears that life in a big city is a mixed blessing. _____

Выражение мнения



При проверке языковой правильности обратите внимание на то, как вы выразили свое мнение. Постарайтесь использовать больше безличных структур. Соотнесите фразы, выражающие мнение (1–6), с их безличными эквивалентами (a–f).

1. All in all, I believe ...
 2. In my opinion ...
 3. In the first place, I think ...
 4. It strikes me that ...
 5. What I would also like to mention is ...
 6. I am fully aware that ...
- a) It cannot be denied ...
 - b) It is surprising that ...
 - c) It may be said that ...
 - d) To begin with ...
 - e) All things considered, one has to conclude that ...
 - f) There is another side to the problem of ...

Задание экзаменационного типа



Write a for and against essay on the topic below.

What are good and bad points of being a teenager?

Write 200–250 words.

Образец эссе с аргументацией «за» и «против» и рекомендуемый языковой репертуар

Экзаменационное задание

In western countries after secondary school, students very often do not continue immediately with their studies, but they take a one year break, called a 'gap year', when they travel or do voluntary work. Write an argumentative essay presenting arguments for and against the gap year.

Образец ответа

Введение
в тему

In today's world of fierce competition, it is important for young people to get well-prepared for the challenges of the future. Thus the institution of gap year can be regarded as a step in the right direction though it is also not without its problems.

Аргументы «за»

In its favour, the gap year seems to be useful psychologically as it helps young people understand their needs and interests better before they actually commit themselves to any particular career path. Besides, the gap year has educational advantages because it offers a lot of opportunities to learn about the world and one's own place in it. For all these reasons, the gap year can be regarded as a positive social institution.

Аргументы «против»

However, as critics are quick to point out, the gap year can in fact be harmful as it interrupts with the rhythm of learning and often makes it difficult for students to return to their studies. Apart from that, unfortunately not every young person can afford to travel around the world and many of them end up sitting around at home, which can be very demotivating.

Заключение

All in all, the gap year may arouse mixed feelings, but still thousands of people every year take a year off. One can only hope they will use it fruitfully, minimising the dangers and taking full advantage of its benefits.

Характерные черты эссе с аргументацией «за» и «против»

■ Структура

- 1. Введение:** начните с общего представления темы (*In today's world... it is important*) и предложения, выражающего ее двойственный характер (*It can be regarded as... but not without its problems*).
- 2. Основная часть:** представьте аргументы «за» (*In its favour*) и затем аргументы «против» (*However, critics are quick to point out*). Как показано в образце, вы можете представить аргументы «за» и «против» в отдельных абзацах. Старайтесь представлять их симметрично (например, социальные, образовательные и психологические аспекты проблемы). Помните, что эссе такого типа требует сбалансированной аргументации.
- 3. Заключение:** четко подведите итог сказанному (*All in all*) и снова напишите предложение, отражающее противоречивость темы, но в то же время выражающее надежду на нахождение компромисса (*One can only hope... minimizing the danger and taking full advantage of benefits*).

Рекомендуемый языковой репертуар

■ Введение:

*The problem/issue/phenomenon of ... is/appears to be/has always been ...,
People always say/have always thought/agreed/said/believed ...,
It is a controversial/burning/hot question ...,
There is a dispute/discussion/no agreement ...*

■ Основная часть:

Типичные союзы и союзные обороты: *On the one hand ... on the other hand; Firstly, To begin with, Secondly, Finally; In addition, Besides, Moreover, What is more, Furthermore; However, Despite this, In spite of this; In fact, As a matter of fact; As a result, Consequently*

Другие выражения: *One major advantage is ...,
As advocates of ... claim/argue,
As critics point out/claim ..., There are a number of disadvantages/weaknesses/drawbacks/downsides*

■ Заключение:

All in all, To sum up, In conclusion, In summary, In general; it seems important to add/point out/remind that ..., the issue/debate is far from solving/resolving yet, but ...

Образец эссе с элементами рассуждения по теме и рекомендуемый языковой репертуар

Экзаменационное задание

In western countries after secondary school, students very often do not continue immediately with their studies, but they take a one year break, called a 'gap year', when they travel or do voluntary work.

Write a descriptive essay and present the different aspects of such an idea.

Образец ответа

Введение часто в форме пословицы или афоризма	<p>'All work and no play will make Jack a dull boy', as the old English saying goes. The gap year seems to be one of those traditions which remind us about the real needs of young people, and so prove that such old pieces of wisdom may be right.</p> <p>Socially, the gap year offers a break from routine and a period of relaxation from the monotony of a scheduled life. Far from being a period of mere idleness, it helps young people to unwind and better prepare both mentally and emotionally for the challenges of the future life in society.</p>
Представление и обоснование каждого аспекта проблемы	<p>Perhaps paradoxically, the gap year may also have some educational aims. As it is usually spent on travelling and doing casual work, it helps widen one's intellectual horizons, learn a lot about people and oneself, and – last but not least – perhaps even acquire a job for one's life.</p> <p>Finally, from the psychological angle, young people may use the gap year as a period of coming to terms with the end of their adolescence and beginning to look forward to their life as adults. And so, coming back to settle down within the bounds of their chosen career, they have the chance of becoming not only more interesting, but also more open to, and better aware of the world around them.</p>
Заключение	<p>In today's world of fierce competition, it is important for young people to get well-prepared for the challenges of the future. Thus the institution of gap year can be regarded as a step in the right direction though it is also not without its problems.</p>

Характерные черты эссе с элементами рассуждения по теме

■ Структура

- 1. Введение:** начните с перефразирования проблемы, заявленной в теме, используя, например, пословицу или афоризм (*All work and no play...*). Так как в эссе такого типа вам не нужно обязательно использовать аргументы «за» и «против», вы можете остановиться только на положительных или на отрицательных аспектах темы (в данном образце это положительные стороны: *traditions remind us about real needs, old pieces of wisdom are right*).
- 2. Основная часть:** четко обозначьте различные аспекты проблемы (*socially; educational aim; from psychological angle*). Так как объем эссе ограничен, лучше всего взять три аспекта темы: в первом предложении представляется данный аспект (например, *...the gap year may also have some educational aims*), а в следующем можно дать более детальное его раскрытие (например, *As it is usually spent on traveling... it helps widen one's intellectual horizons...*).

- 3. Заключение:** так как такое эссе носит более философский характер, в последнем абзаце следует обобщить высказанное и сделать заключение. Оно должно относиться к теме и к введению. (*And so, coming back ... they have the chance of becoming not only more interesting,...*).

Рекомендуемый языковой репертуар

■ Введение:

I have always wondered if/why/whether ..., There are so many differing views on/ possible approaches to ..., In order to present this problem, let me begin with a paradox/proverb/famous quote ...

■ Основная часть:

economically/socially/psychologically ..., From a historical/personal/global perspective ..., From the angle/viewpoint of ...

■ Заключение:

Surely, it would be impossible to give full justice to .../ exhaust this issue, To come back to the point raised at the beginning ..., However, it must be added ...

Часть III. Грамматика в упражнениях

1.

Артикли

1

Заполните пропуски неопределенным артиклем *a/an* там, где это необходимо.

Ten months ago Peter and Sarah Moore came back to (1) ___ United Kingdom from (2) ___ States, where they had run (3) ___ language school for (4) ___ immigrants for (5) ___ last seven years. When (6) ___ couple moved into their old house they got (7) ___ chance to create (8) ___ completely new interior. They decided to design (9) ___ kitchen they always wanted, with (10) ___ large window, (11) ___ double oven, as they are both (12) ___ very keen cooks, and (13) ___ traditional, country-style cupboards. (14) ___ budget wasn't huge so they couldn't afford to hire (15) ___ architect to design (16) ___ interior. They did everything themselves – Peter painted (17) ___ walls pale green using (18) ___ mixture of different paints, Sarah found (19) ___ furniture and kitchen equipment in (20) ___ department stores and (21) ___ second-hand shops. (22) ___ final result is impressive – (23) ___ airy, spacious room with a lot of natural light. (24) ___ kitchen is now (25) ___ heart of their home and (26) ___ family just love it.

2

Впишите в пропуски слова из рамки. Затем соедините предложения (1–8) и (a–h) в пары так, чтобы получились мини-диалоги, состоящие из вопроса и ответа.

a some any no much many (a) few
(a) little a lot (of) another al enough

1. Would you like to try on _____ one?
2. Would you like _____ tea?
3. Is there _____ food for _____ the guests?
4. Do you speak _____ languages?
5. You shouldn't drink so _____ coffee.
6. Could I take _____ of these leaflets?
7. Can you move your suitcase? I have _____ room for my bag.
8. Could you lend me _____ change for the coffee machine?

- a) Yes, I speak English and _____ Spanish.
- b) Oh yes, there's _____ everything.
- c) I'm afraid I've already tried on _____ of them.
- d) Certainly, I just didn't realise that so _____ people would use this locker.
- e) I'm sorry but I can't. I've left _____ my money at home.
- f) I know, but I sleep so _____ that I have to drink coffee to keep myself awake.
- g) I'm afraid not. I have very _____ left.
- h) No, thanks. I had _____ cup before I came here.

1. — 3. — 5. — 7. —
2. — 4. — 6. — 8. —

3

Впишите в пропуски слова из рамки.

some/any much/many (a) few/(a) little a lot (of)
another the other other both/neither al enough

1. _____ experts believe that there are too _____ people and too _____ food in the world although _____ commentators hope that _____ new agricultural methods will be developed and everybody will have _____ to eat.
2. The school didn't get _____ support from the boy's parents as _____ of them were unemployed and _____ of them cared very _____ about their child's education.
3. There were very _____ interesting books in the first bookshop so we looked for _____ one which would offer a larger selection of SF novels and _____ similar publications.
4. Nigel Spook spent _____ his life writing, but wrote only two books: one was a horror story, _____ was a love story. If he had combined _____ genres in one work, he could've gained _____ more attention from the public.

4

Впишите в пропуски слова из рамки. В каждый пропуск можно вписать только одно слово. Слова могут быть использованы несколько раз.

the some one most all a its
other few their much another

Outlook for bears is bleak

(1) _____ outlook for wild bears is bleak, and even (2) _____ survival of (3) _____ species outside zoos is in doubt. Once (4) _____ of the world's (5) _____ numerous carnivores, with eight species adapted to survival in (6) _____ climates from (7) _____ far north to south of (8) _____ equator, they have been gradually exterminated over large parts of (9) _____ Earth. It may happen that (10) _____ of the species will survive the next century.

Bears occur in 62 countries in (11) _____ Americas, Europe and Asia. (12) _____ most widespread, (13) _____ brown bear is likely to disappear in western Europe, unless (14) _____ tiny groups of bears in France, Spain and Italy are augmented by bears from (15) _____ populations.

(16) _____ survival of (17) _____ bear in Europe is dependent on human attitudes. They are disappearing because there are very (18) _____ wild places, particularly forests, and they are in conflict with humans because of (19) _____ attacks on livestock and beekeepers' hives.

Central Europe has (20) _____ larger populations – particularly in Romania, where (21) _____ former communist dictator Nicolae Ceausescu, who had (22) _____ passion for hunting, insisted on strict protection and re-stocking programmes. In Russia, where (23) _____ bear is (24) _____ national emblem, and is protected by law, (25) _____ brown bear has its strong-hold.

Despite (26) _____ precarious position in parts of Europe, (27) _____ brown bear's position is in (28) _____ senses improving because of conservation efforts. But in (29) _____ parts of the world where human population pressure is greater, (30) _____ bear's future is more precarious. (31) _____ Mexican grizzly is believed to be extinct, and (32) _____ impressive bear, (33) _____ panda is struggling for survival in China.

(34) _____ polar bear is in trouble for different reasons – global warming is reducing (35) _____ Arctic ice pack, which it needs for hunting, and pollution is (36) _____ problem because chemicals are stored in (37) _____ body fat, reducing (38) _____ bear's ability to breed.

/adapted from: Paul Brown, 'Outlook for bears is bleak', *The Guardian Weekly*/

2.

Определительные придаточные предложения

1

Напишите определения к ниже перечисленным словам, используя данные подсказки. Решите, какое относительное местоимение нужно употребить в каждом предложении.

Образец: a school
– a building, people learn there
A school is a building where people learn.

1. a postman
- a man, he delivers letters
2. a washing machine
- a machine, you use it to wash clothes
3. New Year
- the time, you get a lot of presents then
4. a hospital
- a place, you go there when you are ill
5. a calculator
- a device, it can do sums very quickly

2

Заполните пропуски в предложениях (1–8) соответствующими относительными местоимениями или, где это возможно, оставьте пропуски. Поставьте запятые там, где это необходимо.

1. Madonna is the most interesting pop star _____ we've seen this century.
2. This is the house _____ my father was born.
3. Our English teacher _____ accent is clearly Scottish comes from Glasgow.
4. The minute _____ he came in I knew he would be my husband.
5. I'd like to wear something _____ would make me look slimmer.
6. Can you think of the reason _____ they decided to get a divorce?
7. My mother-in-law _____ I don't respect very much has a very bad influence on my kids.
8. We need to find a plumber _____ will be able to do this job.

3

Закончите данные предложения (1–6) своими комментариями к приведенным утверждениям. В каждом предложении используйте относительное местоимение *which*.

Образец: Young people laugh a lot, _____
Young people laugh a lot, which is very good for their health.

- The Russian economy is constantly growing, _____
- Young girls are often very irresponsible, _____
- The Russian national football team hasn't won an important match for a few years, _____
- The price of food is relatively low, _____
- Eating meat isn't necessarily very healthy for people, _____
- People love watching horror films, _____

4

Заполните пропуски местоимениями *which, what* или *that*.

- I'm afraid this isn't exactly _____ I'm looking for.
- It was a gold ring _____ he gave her on their wedding anniversary.
- The smile is _____ makes a person's face interesting.
- He married a foreigner, _____ annoyed everyone in his over-patriotic family.
- The teacher showed us something _____ aroused a lot of interest.
- She's always been the best in everything, _____ isn't surprising if you know her family.
- _____ I liked most was the salmon in green pepper sauce.
- It was him _____ I saw breaking into a car last night.

5

Перепишите данные пары предложений так, чтобы второе предложение стало определением к подчеркнутым словам. Поставьте запятые там, где это необходимо. Там, где возможно, опускайте относительные местоимения.

- The company went bankrupt. My husband invested a lot of money in it.

- This is John Stewart. He runs the best restaurant in town.
- The dentist had to pull out one of my front teeth. This gave me a shock.
- Miriam is going to have a baby. You met her at Steve's birthday party.
- The area is quite affluent. They come from this area.
- The price of petrol is rising all the time. It is imported from the Middle East.
- The person should be familiar with current word processors. We're looking for the person.
- I think this may be the best book. It was published this year.

6

Перефразируйте данные предложения (1–6) таким образом, чтобы новое предложение имело бы тот же смысл, но содержало слово, напечатанное заглавными буквами.

- We've always admired this actor – he starred in a new film. WHOM

- He lost the keys for the second time and this made me lose my temper. WHICH

- My first important concert was in Prague – I sang for a hundred thousand people there. WHERE

- Mr Brown's son is in the navy and Mr Brown is an important figure in the government. WHOSE

- I like iced coffee more than anything else. WHAT

- I married a very handsome guy – he had won a few beauty contests for men. WHO

3.

Времена и видовременные формы глагола

1

Заполните пропуски в предложениях, употребив глаголы в скобках в нужной видовременной форме (*Present Simple, Present Continuous, Past Simple, Present Perfect* или *Present Perfect Continuous*).

A: Just look at John, he (1) _____ (think) about his girlfriend again. (2) _____ (you/not think) he is a bit too much in love?

B: You may be right. I (3) _____ (not understand) what he (4) _____ (see) in her at that school dance. She (5) _____ (be) so weird.

A: You know she (6) _____ (not eat) meat? She (7) _____ (be) vegetarian for five years. And I (8) _____ (hear) that she (9) _____ (change) schools every year for the last six years.

B: I'm not surprised. She (10) _____ (always/come) to class unprepared. It's so irritating.

A: Look, it's her! She (11) _____ (walk) there with her friend Jane. I think they (12) _____ (be) friends since childhood.

B: Yes, they (13) _____ (go) to the same primary school. But Jane is different. She's very nice. She (14) _____ (help) me a lot recently with maths and physics. She (15) _____ (take) part in the maths contest last year.

A: Jack, (16) _____ (you/fall) in love with her?

B: Well, I (17) _____ (see) her a lot these days and we (18) _____ (spend) a lot of time together, learning. Actually, we also (19) _____ (go) away together last weekend – we (20) _____ (do) some research for her history project.

A: And I thought I was your best friend ...

2

Прочитайте рассказ космонавта о полете на Марс. Раскройте скобки, употребив глаголы, данные в них, в нужной видовременной форме (*Past Simple, Past Continuous, Future Perfect*).

When I (1) _____ (prepare) for the voyage to Mars I (2) _____ (know) it (3) _____ (be) long and difficult. However, I (4) _____ (not realise) at that time that food (5) _____ (be) the most serious problem. When the spaceship (6) _____ (be) launched, I (7) _____ (feel) very hungry. I (8) _____ (arrange) for my favourite

snacks to be smuggled on board so I (9) _____ (be) certain I (10) _____ (have) a nice first meal in space. But it (11) _____ (turn out) that someone (12) _____ (apparently/forget) to do it and that I (13) _____ (have) to live on tubes of tasteless paste for the next week.

But the day I (14) _____ (land) on Mars was my lucky one. I (15) _____ (approach) the surface of the planet when a meteor (16) _____ (hit) the ship. Right after that one of those funny little doors I (17) _____ (never open) fell off and heaps of chips and Mars bars (18) _____ (land) on the floor.

I was so busy eating that I (19) _____ (not manage) to land on Mars in the end. When I (20) _____ (come) back to Earth I told them that I (21) _____ (have) some trouble with the engine and I (22) _____ (not make) the landing. But you know the truth now.

3

Какой способ выражения будущего времени будет, скорее всего, использован говорящими в следующих ситуациях?

1. Президент Российской Федерации во время визита во Францию, читая программу встречи. I *have/am having/am going to have* lunch with the Prime Minister tomorrow.
2. Жених с невестой, обсуждая свадьбу. We *get/are getting/are going to get* married on the 1st June.
3. Люди, которые видят беременную женщину. She *will have/is going to have/is having* a baby soon.
4. Ваш приятель, рассказывая про планы на выходные. I *watch/am watching/am going to watch* a match.
5. Мальчик, который увидел свою маму, несущую тяжелые сумки. I *will carry/am going to carry/am carrying* these bags.
6. Диктор, сообщающий прогноз погоды по телевидению. It *is/will be/is going to be* cloudy tomorrow.

4

Заполните пропуски в предложениях, употребив глаголы в скобках в нужной видовременной форме (Future Simple, Future Continuous, Future Perfect).

- I think I _____ (never/marry). Men are horrible.
- Next year I _____ (work) here for thirty years.
- If you have problems, call me. I _____ (watch) TV all evening.
- _____ (you/help) me with this homework? I can't do it.
- How many films _____ (you/see) by the end of this year?
- I _____ (drive) to town during the lunch break so I can give you a lift.
- Don't give little Johnny anything to drink – he _____ (spill) it.

5

Заполните пропуски в предложениях, употребив глаголы в скобках в нужной видовременной форме.

- Ann: Tom, at last! I (1) _____ (wait) for you for ages. A moment ago I (2) _____ (think) I (3) _____ (go) home if you (4) _____ (not turn) up in five minutes.
- Tom: I'm sorry. I (5) _____ (fight) with my car. It (6) _____ (break) down when I (7) _____ (drive) to work this morning and I (8) _____ (must) take it to the garage.
- Ann: It (9) _____ (break) down all the time. (10) _____ (you/not buy) a new one? I think you should.
- Tom: But I (11) _____ (like) my old Volkswagen. I (12) _____ (have) it for ten years and I (13) _____ (always/be) very happy with it.
- Ann: Well, I (14) _____ (not have) a car. I (15) _____ (drive) my sister's Fiat this month because she (16) _____ (go) on holiday. But she (17) _____ (come) back on Saturday and I (18) _____ (must) give it back.
- Tom: You know, I once (19) _____ (have) a Fiat, too. I (20) _____ (buy) it second hand and then, when it (21) _____ (be repaired) at a garage it (22) _____ (turn) out that it (23) _____ (be stolen).
- Ann: Oh, dear! It must have been horrible.

- Tom: Yes, it (24) _____ (not be) very pleasant. The police (25) _____ (be) sure that I (26) _____ (steal) it and I (27) _____ (think) I (28) _____ (be arrested).
- Ann: You (29) _____ (not tell) me that story. Oh, dear, the film (30) _____ (already/start), let's run!

6

Заполните пропуски в предложениях, употребив глаголы в скобках в нужной видовременной форме.

- Mike: Hello John. I (1) _____ (not see) you for ages. Where (2) _____ (you/go)?
- John: To the hospital. I (3) _____ (visit) my wife. She (4) _____ (have) a baby – a beautiful girl.
- Mike: Congratulations. What (5) _____ (you/call) her?
- John: I (6) _____ (not know) yet. We (7) _____ (discuss) this since Mary (8) _____ (get) pregnant. Maybe Hilary, after my mother.
- Mike: By the way, how is your mother?
- John: Not very well, I'm afraid. She (9) _____ (look) very tired recently, she (10) _____ (work) too hard all her life and it looks like she (11) _____ (collapse) one of these days.
- Mike: (12) _____ (you/visit) her soon? Give her my regards. I (13) _____ (always/like) her very much, and her chocolate cakes. She (14) _____ (bake) the most delicious cakes in the neighbourhood. Remember one Saturday, we (15) _____ (play) in the back garden when a robber (16) _____ (break) in and (17) _____ (steal) the whole tray of biscuits she (18) _____ (make). We (19) _____ (think) she (20) _____ (be) furious but she just said 'I hope he (21) _____ (like) them.'
- John: You know she (22) _____ (be) seventy next month? We (23) _____ (celebrate) with the whole family and friends, but we (24) _____ (not decide) how yet. I think we (25) _____ (just/invite) everybody home. (26) _____ (you/come)?
- Mike: Thanks but I'm afraid I can't. I (27) _____ (work) at a university in Germany this year and the academic year (28) _____ (start) next week. I (29) _____ (fly) on Friday.
- John: That's a pity. Anyway, I must rush. Good luck with your job. I hope you (30) _____ (enjoy) it.

4.

Модальные глаголы

1

Заполните пропуски модальными глаголами или их эквивалентами. В ряде случаев возможны несколько вариантов.

- _____ you help me with this suitcase?
- If you want to get a good job, you _____ learn foreign languages.
- I _____ play basketball, I'm too short.
- The road is slippery, you _____ drive so fast.
- The exam is very easy, you _____ study very hard.

2

Заполните пропуски модальными глаголами *can*, *could* или *be able to*.

- _____ you climb trees when you were young?
- Although she was very tired, she _____ correct all the tests.
- Look! This dog _____ walk, it's got a broken leg.
- My mother _____ talk in full sentences, when she was two years old.
- No one _____ stop Alice when she decides to do something.

3

Менеджер высококлассного отеля беседует с новым портье о том, что должен и не должен делать. Заполните пропуски глаголами *must*, *mustn't* и *needn't*. В ряде случаев возможны более одного варианта.

- You _____ wear dirty clothes.
- You _____ speak foreign languages.
- You _____ get angry with customers.
- You _____ carry the customers' luggage.
- You _____ drink coffee in the reception.
- You _____ clean the customers' clothes.
- You _____ wear elegant shoes.
- You _____ work overtime.

4

Какой совет можно дать в следующих ситуациях (советы относятся к будущему времени)?

Используйте *should*, *ought to* или *had better*.

Образец: Your brother had a car crash.

You'd better stop driving for some time.

- Your sister has failed a very important test.
- Your neighbour's two sons are very naughty.
- Your uncle has serious heart problems.
- Your parents' 20-year-old car breaks down very often.

5

Прочитайте данные предложения (1–4). Прокомментируйте каждое утверждение, дав три комментария относительно настоящего и будущего и три – относительно прошлого. Используйте различные модальные глаголы.

Образец: John has a black eye.

a) *He must be in pain. He may need to see a doctor. It will soon disappear.*

b) *He may have been fighting. He can't have just fallen off a chair. He could've been in a car crash.*

- Peter is getting married next Saturday.
- Zenit won the semi-final cup match yesterday.
- George is going to be fired.
- Mary has awful toothache.

6

Заполните пропуски в предложениях (1–8) модальными глаголами и оборотами *used to/would*, *had to* и *needn't have/didn't need to* и правильной формой глагола в скобках.

- I was a very good student – I _____ (spend) all the afternoons in the library.
- My Granny was ill and I _____ (help) her with the housework.
- When I was a child I _____ (hate) chocolate.
- There was plenty of time so we _____ (take) a taxi.
- The car broke down so we _____ (find) a garage.
- Before his operation he _____ (smoke) like a chimney.
- When I was staying at a hotel in Paris I _____ (ask) the receptionist to wake me up in the morning.
- You really _____ (buy) me the chocolates, but thanks very much.

7

Что нужно сказать в следующих ситуациях (1–10)? Используйте правильные модальные глаголы. В ряде случаев возможны несколько вариантов.

1. Вы хотите, чтобы ваш приятель подвез вас.
_____ you give me a lift?
2. Кто-то закурил там, где запрещено курить.
You _____ smoke here. You _____ put out the cigarette.
3. Вы вспоминаете свое детство.
My family _____ live in a small house on a lake.
4. Вы хотите помочь пожилому соседу по даче.
_____ mow your lawn?
5. Вы хотите подсесть за столик в кафе.
_____ I sit here?
6. Вы заметили пятно на брюках у сестры.
I think you _____ take them to the dry cleaners'.
7. Вы не должны были уходить из аудитории во время лекции. Одноклассник спрашивает вас, почему вы ушли.
You _____ stay till the very end.
8. У вас болит зуб.
I _____ go to the dentist.
9. Завтра нет уроков.
I _____ do the homework.
10. Вы приготовили обед для всей семьи.
Mum, you _____ cook anything. It's all been done.

8

Что нужно сказать в следующих ситуациях (1–5)? Используйте правильные модальные глаголы и нужную форму глаголов, данных в скобках. В ряде случаев возможны несколько вариантов.

1. Вы не подготовились к тесту и провалились.
I _____ (study) more. I _____ (pass) without a problem.
2. Вы встретили друга, который в последнее время сильно похудел.
He _____ (put) on at least ten kilos.
3. Вы увидели директора своей школы в спортивной модели BMW.
It _____ (be) his own car.
4. Ваш друг принес на вечеринку несколько пакетов чипсов, и их оказалось слишком много.
You _____ (bring) them.
5. Вам удалось увидеть королеву Елизавету, когда вы были в Лондоне.
I _____ (see) Elizabeth II.

9

Перефразируйте данные предложения (1–9) таким образом, чтобы новое предложение имело бы тот же смысл, но содержало модальный глагол

1. Is it necessary to invite him to our wedding?
Does _____
2. Perhaps they didn't notice the road sign and turned left.
They _____
3. It would've been a good idea to take more warm clothes.
You _____
4. It was typical of my father to eat loads of mint chocolates when he was younger.
My father _____
5. It's not a good idea to work so hard.
You _____
6. I'm sure you had a very good time at that party.
You _____
7. It wasn't necessary so I didn't show my driving license.
I _____
8. We ought to leave before they find us here.
We'd _____
9. I'm sure this wasn't a poisonous snake.
It _____

10

Перефразируйте данные предложения (1–9) таким образом, чтобы новое предложение имело бы тот же смысл, но содержало слово, напечатанное заглавными буквами.

1. They will probably arrive a bit late. MAY

2. I expect the weather will be fine tomorrow. SHOULD

3. He sometimes gets really nasty and aggressive. CAN

4. Would you like me to make you a cup of tea? SHALL

5. I don't think you should wear red at the funeral. BETTER

6. I'm absolutely certain his lecture will be very interesting. BOUND

7. Susan simply refused to listen to her father's advice. WOULD

8. I'm sure this is the postman. WILL

9. He had a chance of winning but he withdrew from the competition. COULD

5.

Условные предложения и предложения с 'wish'

1

Выберите предложение, которое будет правильным для данной ситуации.

- у вас есть машина и вы тратите очень много денег на бензин.
 - If I don't have a car, I won't spend so much money on petrol.
 - If I didn't have a car, I wouldn't spend so much money on petrol.
- вы хорошо подготовились к экзамену, поэтому вы не беспокоитесь о результатах и собираетесь поехать на море после экзамена.
 - If I pass the exam, I'll go to the seaside.
 - If I passed the exam, I'd go to the seaside.
- вы не знаете шесть иностранных языков, поэтому вы не можете работать переводчиком в ООН.
 - If I can speak six languages, I'll become an interpreter at the United Nations.
 - If I could speak six languages, I'd become an interpreter at the United Nations.

2

Напишите предложения с первым типом условных предложений, используя данные заметки.

Образец: the car break down – go by train
*If the car breaks down,
we will go by train.*

- study hard – pass all exams
- weather nice – go on a trip
- people smoke – leave the party
- rain not stop – flood
- you not call a doctor – get seriously ill

3

а. Кому могут принадлежать следующие высказывания (1–4)? Они относятся к настоящему или к будущему?

- If I weren't the key person here, I could go on holiday any time I wanted.
- If my country was bigger, we would become a more important military power in Europe.
- If my team won the Championship, I could get a contract in Italy.
- If I promised to behave, would you buy me some roller skates?

б. Что могли бы сказать кинозвезда, старшеклассник, пилот Формулы 1, родители семерых детей, пожилой человек, учитель?

4

Используя ситуации (1–6), напишите предложения с первым или вторым типом условных предложений.

- I'm taking part in a bicycle race but I don't think I'll win. The winner gets a new bike.
- My school is very big so we don't know many people very well.
- The car is going to break down I'm afraid – how are we going to catch our train then?
- I don't think I'll ever study law, I don't want to spend a lot of time learning by heart.
- I'm planning to earn some money during the holidays; then I'll buy a computer.
- I'm unhappy because I have to study and can't go to a concert with my friends.

5

Используя ситуации (1–6), напишите предложения с первым или вторым типом условных предложений и скажите, какой тип употребляется в каждом предложении.

- You missed the train and didn't manage to see your favourite group in the concert.
- You're planning to move to another town and you are worried about losing your friends.
- You haven't got a car so you can't give your friend a lift.
- I had an accident yesterday and I was taken to hospital.
- Whenever the weather at the seaside is fine, crowds of people go there.
- You left a ground floor window open for the night and your house was broken into.
- You don't use sugar and you don't have any in the house for your guests.
- You're about to phone Peter when you realize that he's busy preparing for a test right now.

6

Составьте предложения, выражающие причинно-следственные связи, используя различные типы условных предложений.

- people have hunted whales for centuries
→ the whale is an endangered species

2. people like being scared
→ thousands of horror films have been produced
3. Britain is an island
→ it wasn't invaded during the First and Second World War
4. astronauts landed on the moon
→ we know that there is no life there
5. Bill Gates set up Microsoft
→ he is one of the richest people in the world
6. the United States is a rich country
→ it could afford to help European countries after the Second World War

7

Заполните пропуски союзами *unless, in case, if*.

1. We will fail the test _____ we study hard for the whole weekend.
2. You can borrow my car _____ you promise to bring it back by Saturday.
3. I'll leave you my phone number _____ you need any help.
4. _____ your computer does funny things, your hard disc may be infected with a virus.
5. Put your name and address on your luggage _____ it gets lost in transit.
6. Don't tell her anything _____ she promises she won't tell anyone else.
7. You will have to leave the room _____ you stop talking.
8. I'll take some cash _____ they don't accept credit cards.
9. The team will be in trouble _____ we don't find a good goal keeper.
10. I'll fail the exam _____ you help me.

8

Перефразируйте следующие предложения (1-6), используя глагол *wish*.

Образец: It's a pity I didn't go to that conference.
I wish I had gone to that conference.

1. What a pity you live so far away.
I wish _____
2. I'm sorry you lost the game.
I wish _____
3. It's awful that you have to leave so early.
I wish _____
4. It's horrible – it's been raining for five days.
I wish _____
5. It's a pity I can't play bridge.
I wish _____
6. I regret I gave away my old books.
I wish _____

9

Отреагируйте на следующие ситуации, используя предложения с *wish*.

1. You're only five feet tall.
2. You argued with your parents.
3. Your neighbours keep playing music very loudly.
4. Summer hasn't come yet.
5. You don't speak French.
6. You didn't have your teeth checked regularly.
7. You can't swim very well.
8. Someone is obviously in love with you and you find it embarrassing.
9. You're annoyed because your baby brother is crying all the time.
10. You don't have any friends abroad.

10

Перефразируйте данные предложения (1-8) таким образом, чтобы новое предложение имело бы тот же смысл, но начиналось с данных слов.

1. The Stuarts may come for dinner so I'll buy an extra bottle of wine.
_____ in case _____
2. You can use John's computer if he doesn't need it.
Unless _____
3. A passer-by took me out of that burning car, that's why I'm still alive.
If _____
4. I didn't know about their anniversary so I didn't buy any flowers.
Had _____
5. We managed to get to the top of the mountain only because the weather was fine.
If it weren't _____
6. I regret I decided to study law.
I wish _____
7. You'll get this job finished on time if you work regularly six hours every day.
As _____
8. Where would you go if you won a trip to any place in the world?
Supposing _____

6.

Пассивный залог

1

Определите, какие из приведенных предложений (1–7) будут звучать лучше в пассивном залоге и измените их соответствующим образом.

1. I saw his new girlfriend last night.
2. Everyone ignores Susan and her suggestions at all staff meetings.
3. People must stop violence in our town.
4. Our teacher never corrects our tests in less than three weeks.
5. A person has just stolen my umbrella.
6. Someone is going to redecorate the main entrance to the university.
7. John Smith committed suicide before the police arrived.

2

Перепишите следующие предложения (1–8), используя конструкцию *have sth done*, оставив сказуемое в том же времени.

1. A hairdresser cut my hair.
2. My mother must hire a painter to paint the kitchen.
3. A secretary has typed the headteacher's letters.
4. A translator is translating Beecham's new book into French.
5. A team of workers installed a new dishwasher and an electric oven in my kitchen.
6. The government will hire translators to translate the constitution into all major languages.
7. John is going to take his car to the garage.
8. A student is typing out Professor Jones's memories of the Second World War.

3

Перепишите предложения (1–10), используя конструкцию *to be said/thought/believed to* и т.п.

1. It is known that China has the largest population in the world.
China _____
2. Everybody says that Peter speaks Chinese and Vietnamese fluently.
Peter _____
3. It is thought that the reporter was kidnapped by local guerrillas.
The reporter _____
4. The media report that the miners' strike is spreading.
The miners' strike _____

5. People think that the accident was caused by a drunken driver.
The accident _____
6. It was said that birds had been attacking people at sea.
Birds _____
7. In the past everybody believed that the Earth was flat.
The Earth _____
8. People believe that *The Beatles* split because of financial conflicts.
The Beatles _____
9. It is supposed that the contagious bug was brought to Poland by seamen.
The contagious bug _____
10. In the fifteenth century people thought that Columbus had found a passage to India.
Columbus _____

4

Перефразируйте данные предложения (1–15) таким образом, чтобы новое предложение имело бы тот же смысл, но начиналось с данных слов. Подумайте, нужно ли в конце предложения использовать фразу *с by*.

1. People believe that some fruit juices were produced from contaminated fruit.
Some fruit juices _____
2. No one has ever spoken to me like that.
I _____
3. I hired someone to remove my old books.
I _____
4. They must give the participants more information about the project.
The participants _____
5. The rescue team are still looking for the missing tourists.
The missing tourists _____
6. My parents will call a mechanic to repair their washing machine.
My parents _____
7. Native speakers teach us French and English.
We _____
8. Nobody has done anything to solve the problem.
Nothing _____
9. They should have helped you with the report.
You _____
10. Will they pay you enough for this job?
Will you _____

11. Everybody thinks that some politicians were elected by mistake.
Some politicians _____
12. We are going to employ another English teacher.
Another English teacher _____
13. They told me that I should lose weight.
I _____
14. Someone will redecorate my living room.
I _____
15. They must rely on the students' good will.
The students' good will _____

5

В приведенном ниже тексте некоторые предложения лучше будут звучать в пассивном залоге. Определите, какие это предложения и перепишите текст соответствующим образом.

Experts have constructed a car which doesn't pollute the air. A sun battery powers it. On sunny days the sunlight recharges the battery and the car can then use this energy on rainy or cloudy days. People believe that in this way they can reduce smog in big cities and make the air cleaner. Unfortunately, the car is quite expensive because of its experimental design and the cost of the battery itself. However, everybody hopes that companies will produce it on a massive scale in the next decade. ■

6

В приведенном ниже тексте некоторые предложения лучше будут звучать в пассивном залоге. Определите, какие это предложения и перепишите текст соответствующим образом.

A woman died yesterday in a suburb of Vienna after someone subjected her to ritual satanic abuse. The police arrested four suspects in connection with her death. Most probably a ritual attempt to drive evil spirits from her body caused her death.

A doctor admitted the woman to hospital in a coma on Friday night; according to reports, knife wounds and numerous burns covered her body. She died shortly afterwards. The four suspects appeared in court yesterday, and after making a statement, the court freed two of them. ■

7.**Косвенная речь****1**

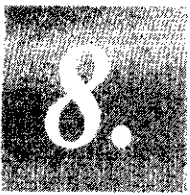
Задайте те же вопросы в более вежливой форме. Начните вопросы со слов, приведенных ниже.

1. How much is this pair of shoes?
Can you tell me _____
_____ ?
2. How can I get to the police station?
Excuse me, do you happen to know _____
_____ ?
3. When does the post office open?
Do you have any idea _____
_____ ?
4. What has she bought for Paul for his birthday?
I wonder _____

2

Напишите предложения (1–7) в косвенной речи.

1. Peter isn't coming tomorrow because he hasn't finished his project.
Jane said _____
2. Don't smoke so much and drink more mineral water.
The doctor told _____
3. I can't concentrate when someone is talking next to me.
She said _____
4. How much did you pay for this umbrella?
She wanted to know _____
5. Where have you been all day? Why didn't you phone?
He asked _____
6. I'd like to talk to you today, before it's too late.
He said _____
7. Someone must tell Mary the truth.
Jane thought _____



Инфинитив и герундий

(-ing form)

1

Закончите предложения, используя правильную форму глагола (инфинитив или герундий) и добавляя им существительные и местоимения там, где это необходимо.

- The doctor advised _____
- When all the guests arrived, the host suggested _____
- Parents normally don't allow _____
- I can't tolerate _____
- Parents should never let _____
- Older brothers often make _____
- Managers usually expect _____
- We begged him a hundred times but he refused _____

2

Подчеркните правильную форму глагола. В одном случае обе формы правильные.

- Didn't you forget *to turn off/turning off* the TV last night? It was on in the morning.
- They started *to cheer/cheering* when they saw the famous player.
- You should stop *to eat/eating* so much if you want to lose weight.
- When the film started I immediately regretted *to come/coming* to the cinema.
- I remember *to give/giving* him a book for his last birthday so I must buy him something else this time.
- I think these trees need *to trim/trimming* – the branches are touching the roof.

3

Закончите предложения, используя инфинитив или герундий.

- Did you see the hooligans _____
- I looked out of the window and noticed a man _____
- The teacher caught us _____
- Did anyone hear you _____

4

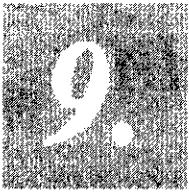
Заполните пропуски, употребив нужную форму глагола, данного в скобках. Где необходимо, добавьте дополнение.

- The burglar got in because I forgot _____ (shut) the window.
- The criminal admitted _____ (steal) fifteen cars.
- I hoped _____ (leave) the office earlier but the boss made _____ (work) overtime.
- We couldn't afford _____ (buy) a new car but we managed _____ (find) a second-hand one.
- If it gets stuffy in here, try _____ (open) the window.
- When I was in Africa I missed _____ (ski) very much.
- My husband taught _____ (drive) but we didn't practise _____ (park) in crowded streets.
- I regretted _____ (buy) a dog and I arranged _____ (give) it away.

5

Перефразируйте данные предложения (1–10) таким образом, чтобы новое предложение имело бы тот же смысл, но начиналось с данных слов.

- 'Shall I bring you a glass of water?' asked the waiter. The waiter offered _____
- 'Why don't we eat out tonight?', said Peter. Peter suggested _____
- Joanna stopped going to her computer course. Joanna failed _____
- I have the impression that John works too much. John seems _____
- 'Wash the car!', said my father to Tom. My father ordered _____
- 'You must come home before 11 p.m.', said my father. My father didn't let _____
- I've forgotten if we've seen this film or not. I can't recall _____
- When I listen to John I always laugh although I don't want to. I can't help _____
- The Minister of Foreign Affairs claimed the he wasn't involved in the corruption scandal. The Minister of Foreign Affairs denied _____
- Thanks to the weather we could spend the whole day outside in the garden. The good weather enabled _____



Предлоги

1

Заполните пропуски в предложениях предлогами времени. Там, где предлог не нужен, поставьте черточку.

1. He'll be thirty years old ____ 13 March ____ the year 2000.
2. We usually go away ____ weekends, but we stay at home ____ Christmas and Easter.
3. I'm so happy. ____ five days I'll be a graduate and this ____ autumn I'm going to work.
4. Why don't you drop in ____ Christmas Eve ____ the morning?
5. 'What are you doing ____ this weekend?' 'Nothing ____ the moment.'
6. I'd never go to the cemetery ____ midnight, or ____ dawn.
7. See you ____ Monday ____ about 11:30 then.
8. ____ that particular day ____ February I was ill in bed.
9. He arrived just ____ time to catch the bus.
10. I'm busy ____ the weekend – can we meet ____ next Thursday?

2

Заполните пропуски в предложениях предлогами места и движения. Там, где предлог не нужен, поставьте черточку.

1. I saw his name ____ a magazine, ____ the names of many other candidates.
2. He was ____ his bedroom, hiding ____ his bed.
3. We walked ____ the main road and then turned right ____ the castle.
4. The New Year's Eve was beautiful – there were no clouds ____ the sky and the temperature was ____ zero.
5. I met my husband ____ the bus when I was going ____ St. Petersburg ____ Vyborg.
6. We met ____ Prague ____ a rock concert.
7. The plane flew ____ the Baltic Sea far ____ the clouds.
8. Jo lives ____ 33 Sussex Street, ____ Cambridge.
9. Let's meet ____ the clock ____ Platform 10.
10. We live ____ a small village ____ the sea.

3

Заполните пропуски в предложениях предлогами времени, места и движения.

1. The cathedral looks beautiful ____ the picture but we can't find it ____ the map.

2. Let's meet ____ lunchtime ____ of the university ____ the entrance.
3. I saw a beautiful old vase ____ broken cups and saucers ____ a jumble sale.
4. The policeman went ____ the police station and walked slowly ____ the footpath.
5. ____ present there are a lot of endangered species of animals ____ the world.
6. ____ a moment our famous visitor will be doing shopping ____ Waterloo Street.

4

В предложениях (1–20) вставьте правильные предлоги после глаголов и прилагательных. В некоторых случаях предлог не требуется. Если вы не знаете правильного ответа, посмотрите в словаре.

1. Do you believe _____ life after death?
2. Let's discuss _____ the plan later.
3. This colour is different _____ the other one you bought.
4. I dreamt _____ you last night.
5. I'll divide the money _____ four equal shares.
6. He wants to apologise _____ his bad behaviour.
7. Who is going to pay _____ the damage?
8. Your jumper is similar _____ the one I had last year.
9. Are parents always responsible _____ a child's mistakes?
10. It depends _____ the weather – we could have a barbecue.
11. His daughter is allergic _____ cow's milk.
12. A lot of people object _____ killing animals for fun.
13. I don't usually approve _____ new methods in language teaching.
14. Must women work harder to succeed _____ business?
15. They were skating, completely unaware _____ the danger.
16. Don't tell Mary, she is very sensitive _____ criticism.
17. His theory gave rise _____ many important developments in technology.
18. The patient turned out to be very responsive _____ treatment.
19. Mike's resistance _____ stress is admirable.
20. I don't really know this book, I just flicked _____ it.

5

Заполните пропуски (1–14) правильными предлогами..

Life is not easy (1) _____ business people nowadays. Most of them suffer (2) _____ constant stress and live (3) _____ considerable pressure most of the time. They have to travel a lot (4) _____ business, which means spending very little time (5) _____ home with their families. This applies even more (6) _____ the United States than Europe, where people tend to work harder and devote more time (7) _____ their jobs.

Young executives should be warned (8) _____ the costs of fast promotion and a very active professional life.

Burnout and depression are common symptoms (9) _____ professional people. Peptic ulcers, backache and heart problems are also characteristic (10) _____ this group. If you notice any of these symptoms or regularly are (11) _____ pain, consult a doctor (12) _____ delay. The doctor will probably advise a radical change (13) _____ your lifestyle and physical exercise. And if you follow the doctor's advice, you can expect a change (14) _____ the better.

10.

Словообразование

1

а. К каким частям речи относятся слова из каждого столбика в таблице? С помощью соответствующих суффиксов образуйте от них им.существительные. Иногда возможно несколько вариантов.

_____	_____	_____
journal	fluent	produce
child	loyal	employ
member	weak	inhabit
king	generous	dismiss
slave	reluctant	cover

б. Составьте список тех суффиксов, которые вы использовали. Для каждого суффикса найдите еще по одному примеру им.существительного.

2

а. Используя соответствующие суффиксы, образуйте от данных слов глаголы.

modern	industry	pure
wide	revolution	terror
simple	long	deaf

б. Составьте список тех суффиксов, которые вы использовали. Для каждого суффикса найдите еще по три примера глаголов.

3

а. Используя соответствующие суффиксы, образуйте от данных слов им. прилагательные. Иногда возможно несколько вариантов.

hope	history	coward
enjoy	silk	hero
ambition	care	impress
hair	explode	harm
trouble	fury	child
practice	fool	revolution
atom	music	economy

б. Составьте список тех суффиксов, которые вы использовали. Для каждого суффикса найдите еще по три примера им.прилагательных.

4

а. Как приставки изменили значение приведенных ниже слов?

misunderstand	undercooked	overworked
subway	replace	disagree
irregular	monolingual	undress
postgraduate	antibiotic	income
multiracial	impolite	autobiography

б. Найдите еще по крайней мере один пример использования каждой приставки.

5

При помощи приставок образуйте антонимы.

ИМ.СУЩЕСТВИТЕЛЬНЫЕ	ГЛАГОЛЫ	ИМ.ПРИЛАГАТЕЛЬНЫЕ
smoker	tie	possible
agreement	motivate	honest
ability	cover	moral
order	connect	logical
maturity	colonise	responsible
comfort		violent

6

Образуйте от слов, данных в рамке, как можно больше производных. В случае необходимости используйте словарь.

sense critic depend comfort avoid attract memory office friend

7

От слов, приведенных ниже (1–14), образуйте соответствующие новые слова.

- refuse → (noun)
- examine → (noun – person who takes an exam)
- pay → (adjective – being paid too little)
- appear → (noun – stop being visible)
- deceive → (noun)
→ (adjective)
- resist → (adjective – very attractive, charming)
- danger → (adjective – being in danger of dying out)
- effect → (adjective – lacking effect)
- horror → (adjective – terribly scared)
- surprise → (adverb)
- large → (verb)
- popular → (verb)
- short → (noun – not having enough of something)
- anxious → (noun)

8

Перефразируйте данные предложения (1–8) таким образом, чтобы новое предложение имело бы тот же смысл, но включало слова, напечатанные заглавными буквами.

- A lot of people in small towns are unemployed. **UNEMPLOYMENT**
- You're probably healthier if you're vegetarian than if you eat a lot of meat. **VEGETARIANISM**
- There are a lot of computers now in factories and offices. **COMPUTERISED**
- Television should first educate, and then entertain. **EDUCATION ENTERTAINMENT**

- Everybody admires this beautiful building. **BEAUTY**
- Science has been developing very quickly in the last thirty years. **SCIENTIFIC**
- People often value friendship more than love. **FRIEND**
- A lot of football fans behave in a very violent way after matches. **VIOLENCE**

9

Употребите слова, напечатанные заглавными буквами, в необходимой по контексту грамматической форме и заполните пропуски в предложениях полученными словами.

- Young people nowadays expect to have a lot of _____. **DEPEND**
- When I was in trouble she was very _____ and _____. **HELP/SYMPATHY**
- He can't work on his own, he needs a lot of _____. **GUIDE**
- You have to do it and I won't tolerate _____. **OBEY**
- Collect all your _____ and get out of here. **POSSESS**
- I can't bear his _____ remarks anymore. **SEX**
- The new school has all the facilities for the _____. **ABLE**
- His attitude is totally _____ – I don't know what he wants. **COMPREHEND**
- The cakes looked so delicious that I found them absolutely _____. **RESIST**
- This monument _____ all those who died in the Warsaw uprising. **MEMORY**
- This dress is too short, we must _____ it. **LONG**
- His _____ saved us a lot of trouble during the crisis. **WISE**
- The _____ to the show is free for children and soldiers. **ADMIT**
- This washing machine is _____ cheap, if you look at its quality. **COMPARE**
- Marion had to _____ from the beauty contest when her bikini was stolen. **DRAW**
- _____ is a minor vices, compared to others. **PATIENT**
- Dr. Jones works as an _____ to the local government. **ADVICE**

1

Школа Человек



A



B

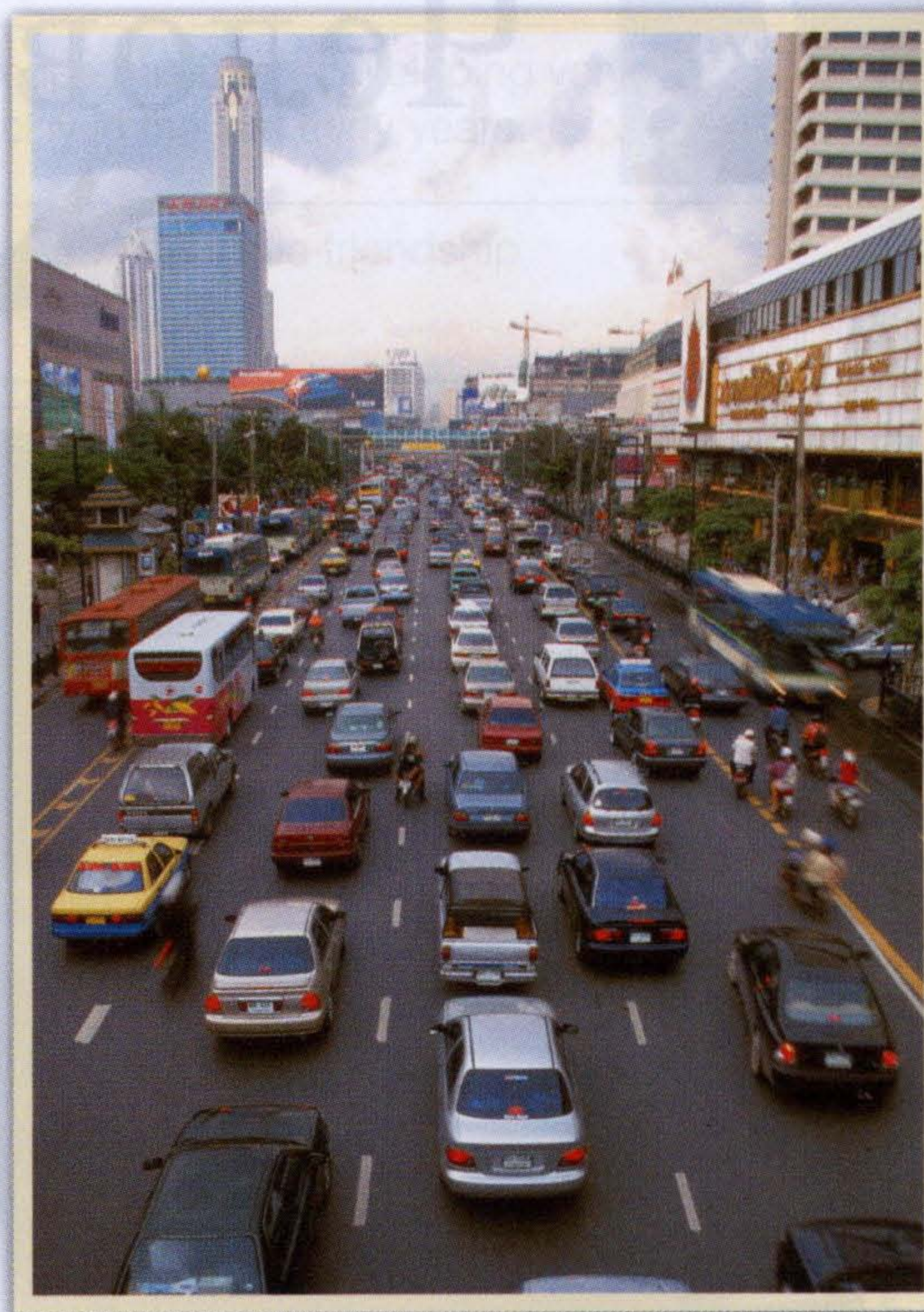


C

2

Дом

A

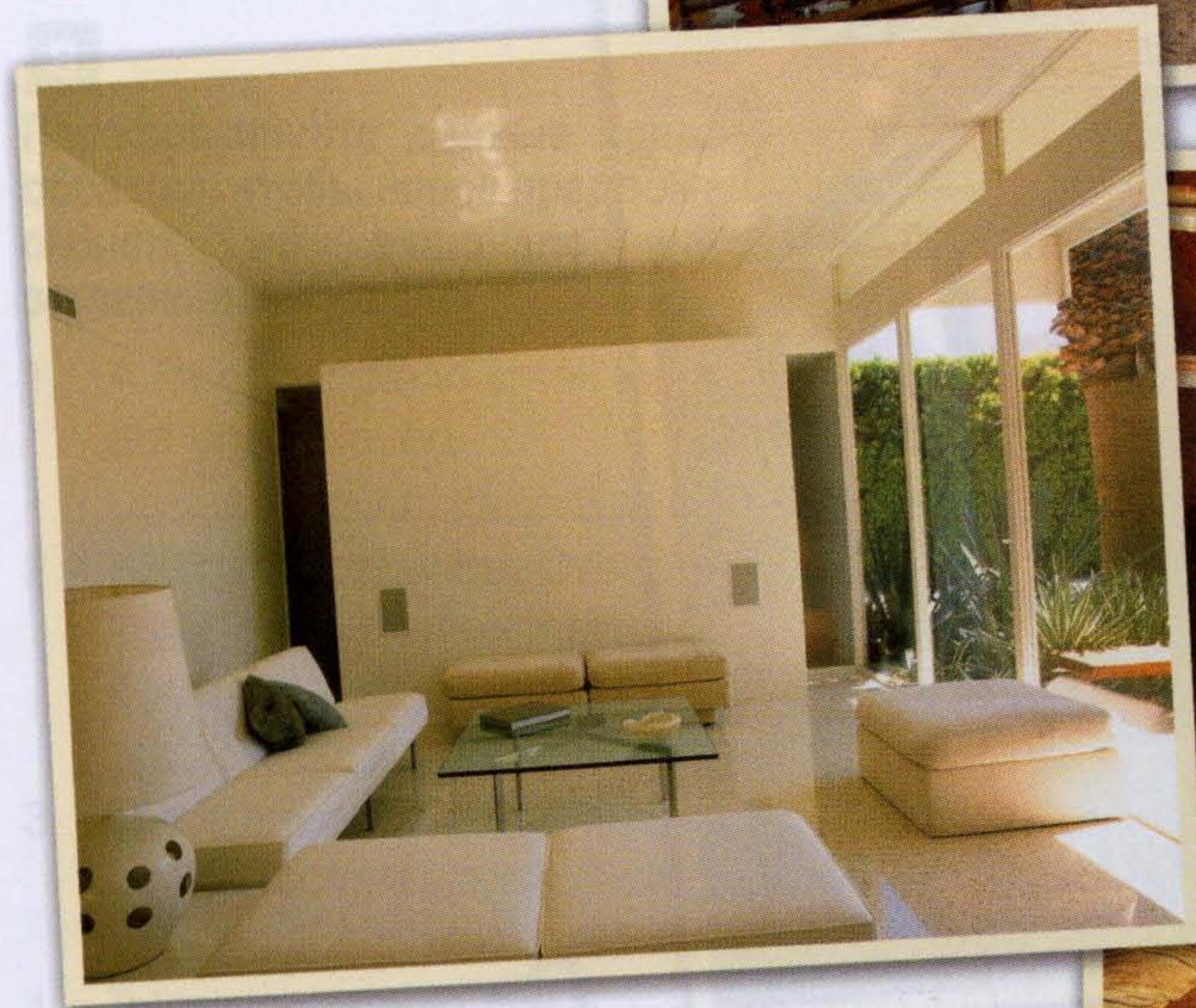


C



B

D



E

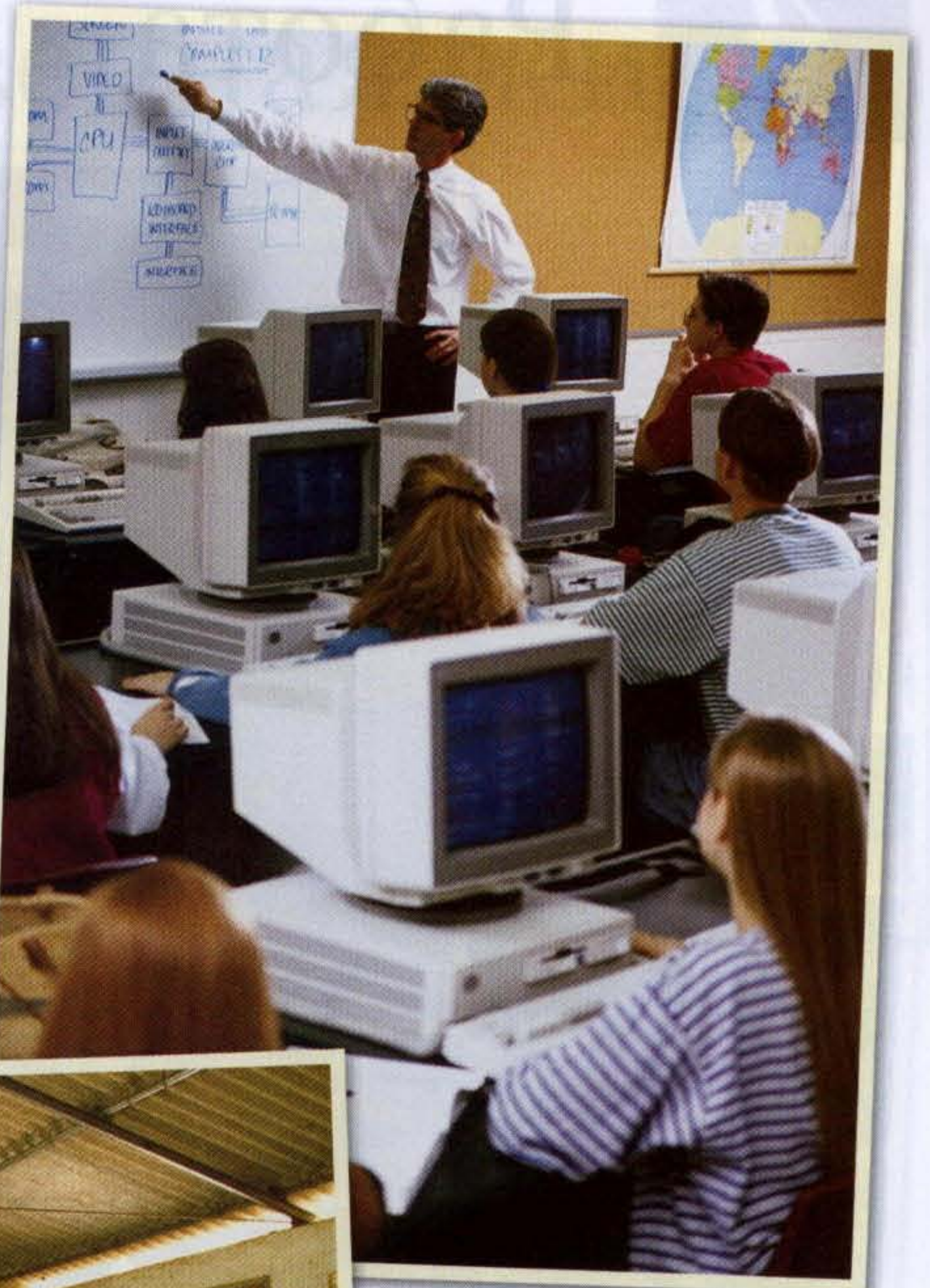
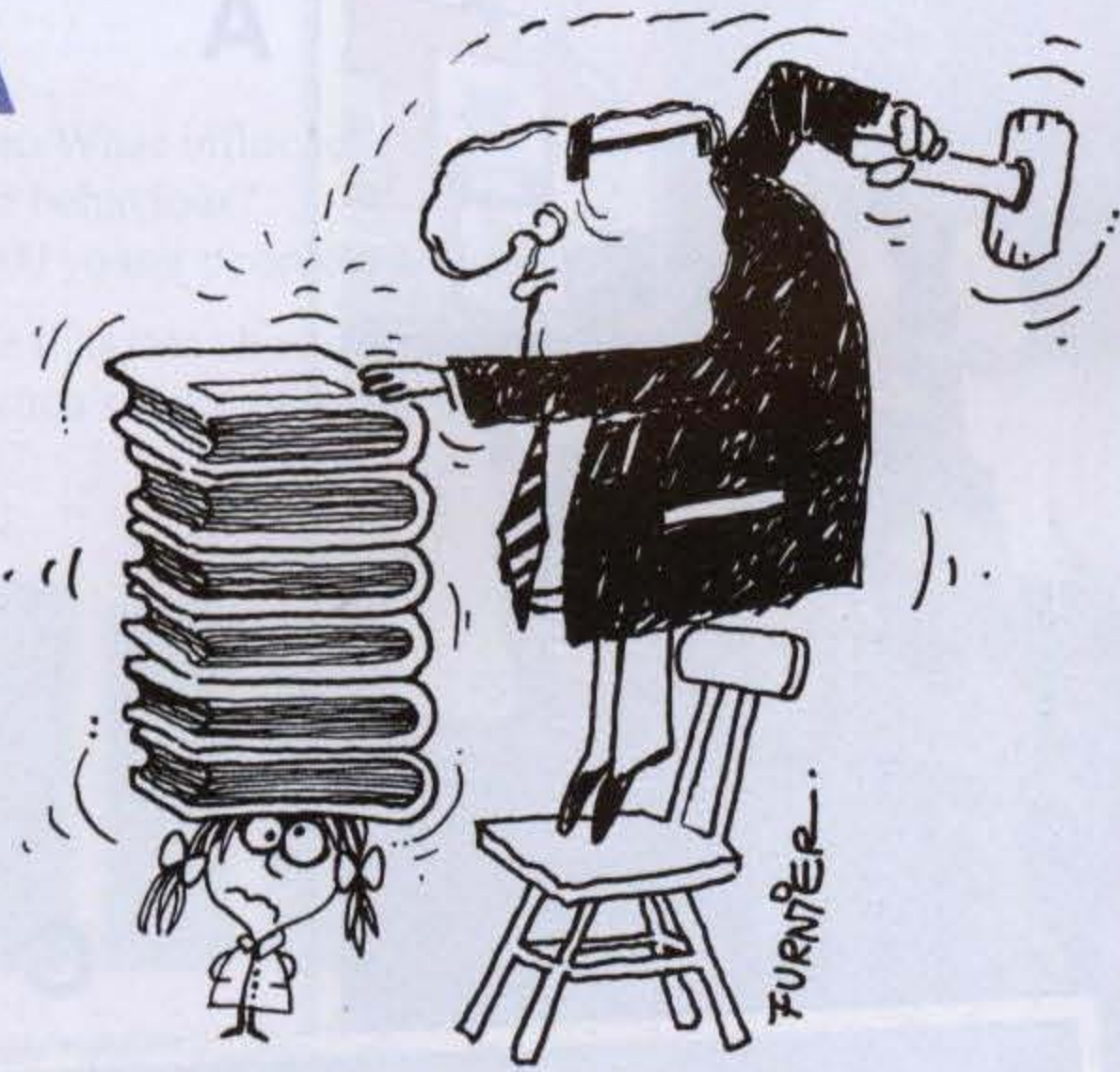


От слов, приведенных ниже, выберите соответствующее слово.

1. refuse → (verb)
2. evaluate → (verb)
3. pay → (verb)
4. appear → (verb)
5. design → (verb)
6. resist → (verb)
7. danger → (noun)
8. effect → (noun)
9. horror → (noun)
10. surprise → (noun)
11. large → (adjective)
12. popular → (adjective)
13. short → (adjective)

educate, and then entertain. EDUCATION ENTERTAINMENT

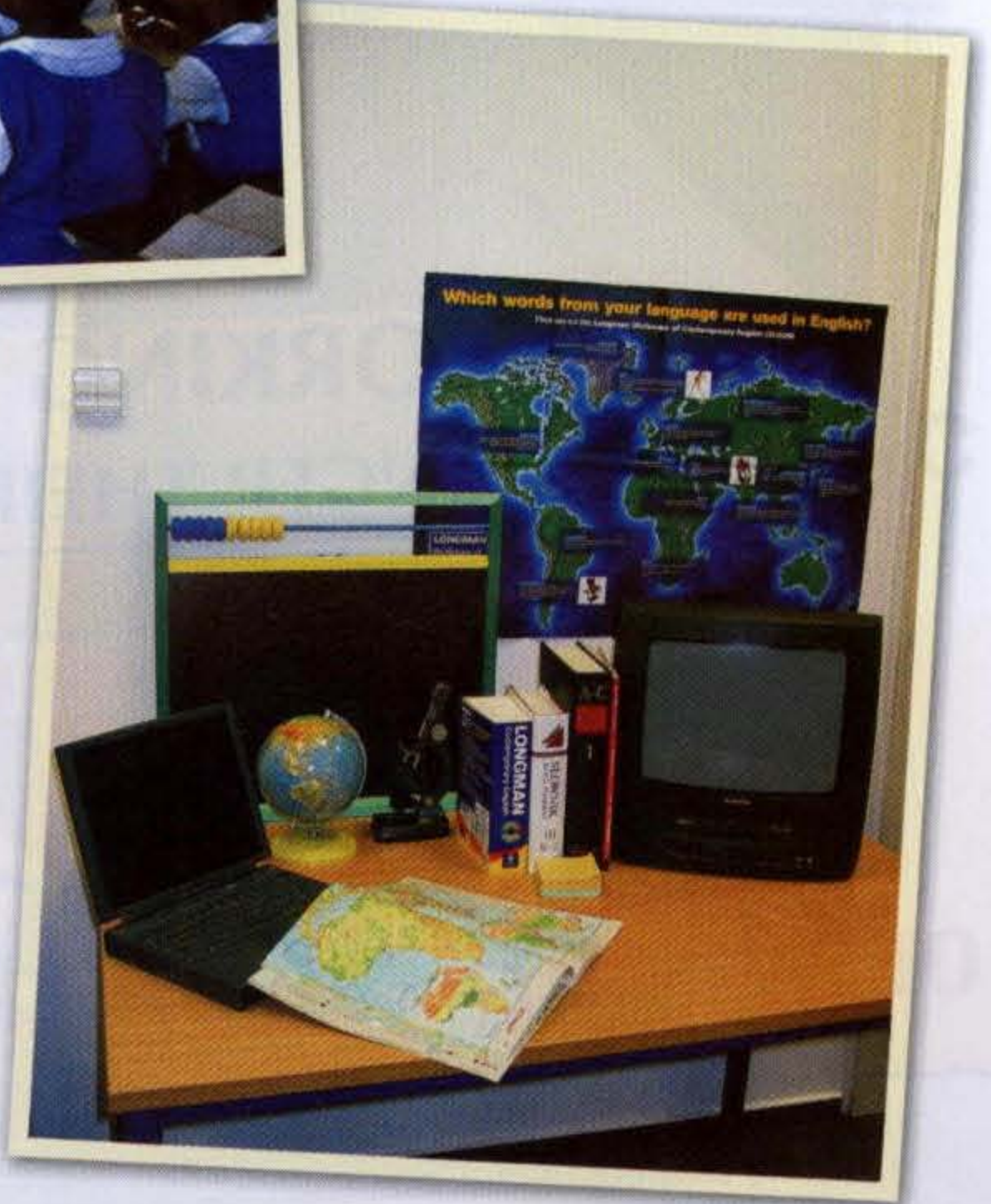
A



C



D



How important are these items in education?
Mark your answers on the scales.

encyclopaedia	1	2	3	4	5
pen and notebook	1	2	3	4	5
computer	1	2	3	4	5
microscope	1	2	3	4	5
coursebook/handbook	1	2	3	4	5
teacher	1	2	3	4	5
TV	1	2	3	4	5

4

Работа

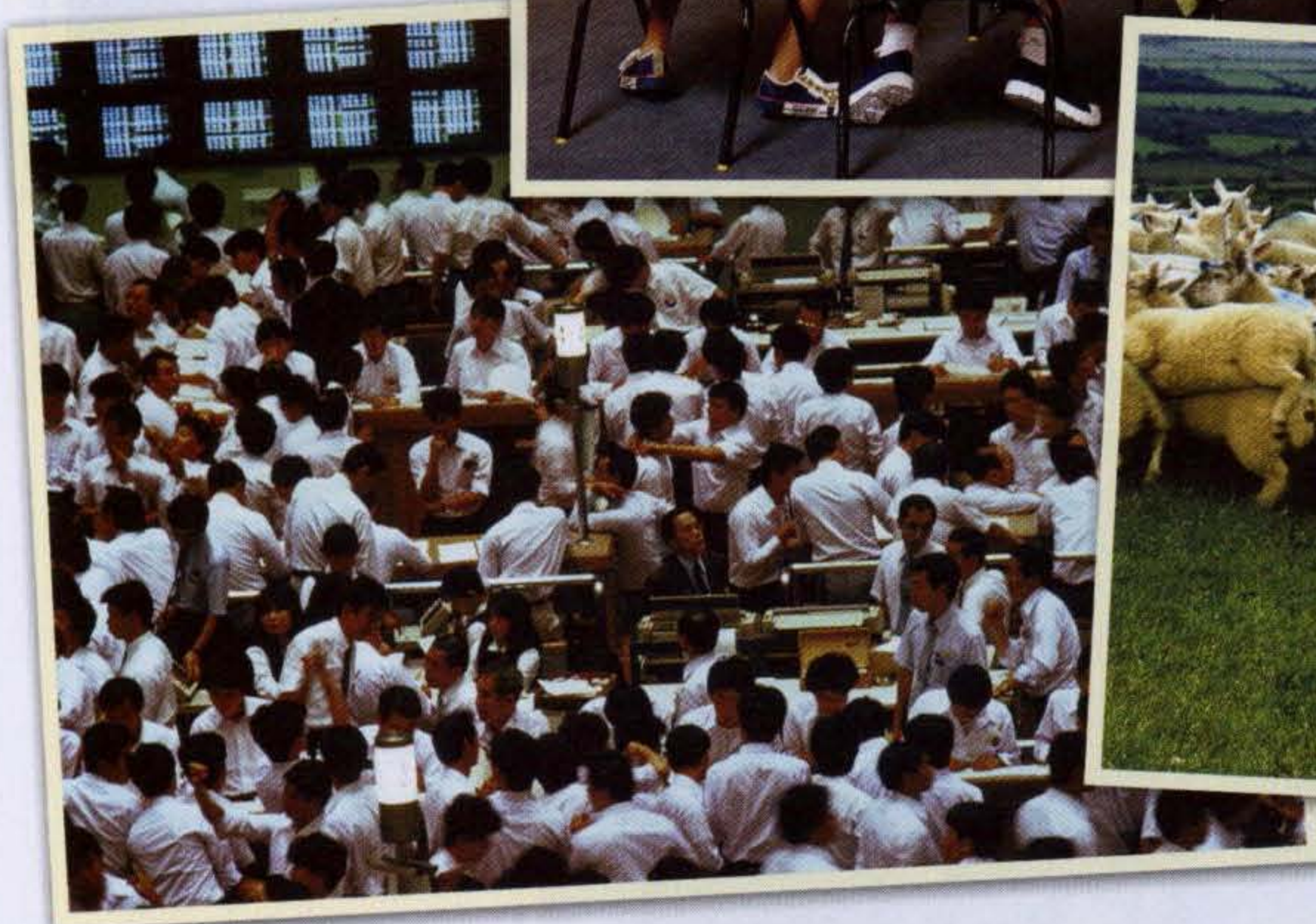
ШКОЛА

Э

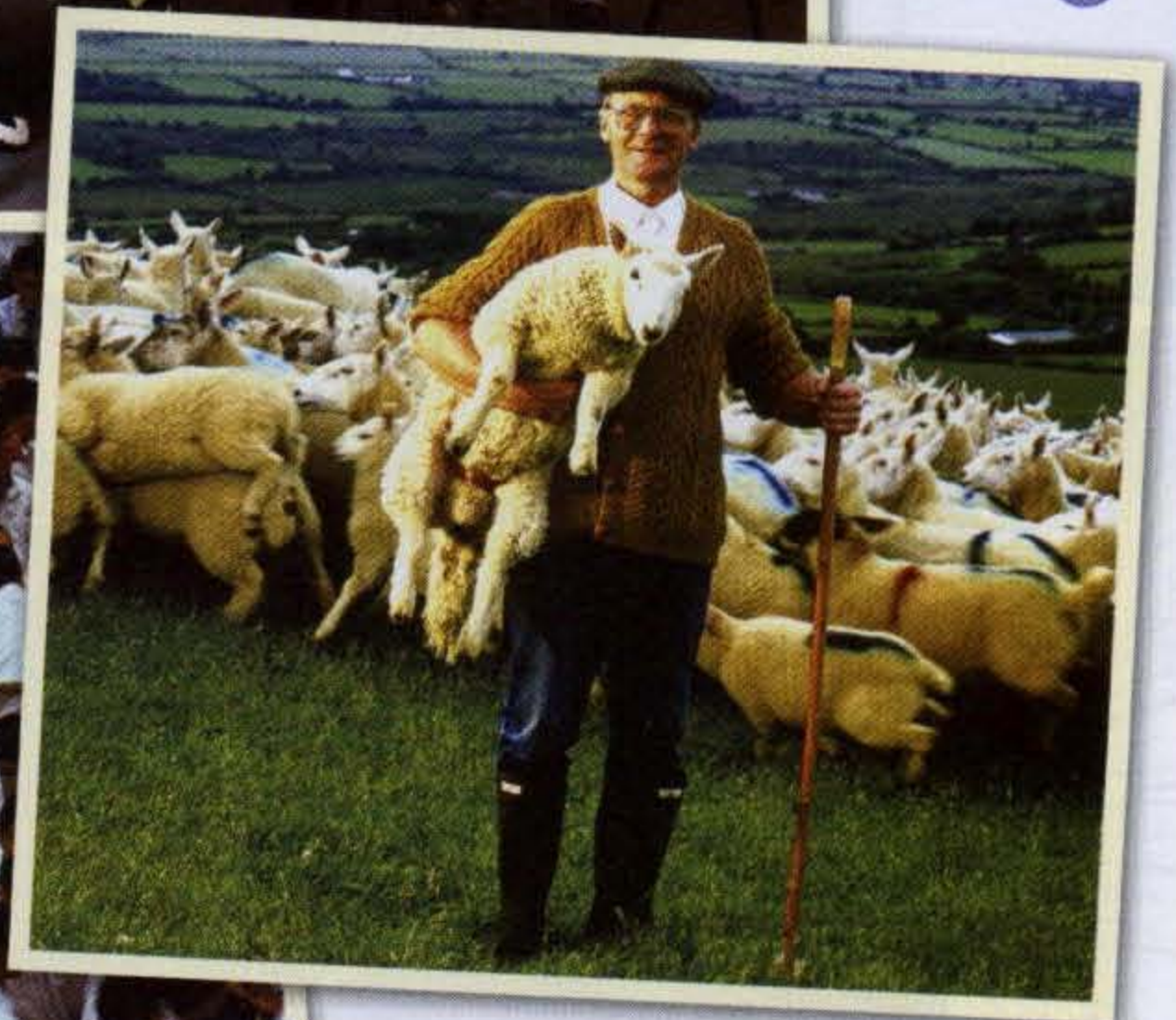


A

B



C



Work stress kills yuppies

WORKING WOMEN ENDANGER THEIR PREGNANCY

DEPRESSION HITS PARTNERS OF WORKING WOMEN

Executive charged with family abuse

John Hammond, 43, a manager at General Electronics, was accused of repeated assaults on his wife and three children. In court today he said that he suffered from stress and burnout at work and had to 'get rid of negative energy' at home. Hammond faces a five-year sentence and will certainly have to pay massive compensation to his wife, who has already asked for divorce.

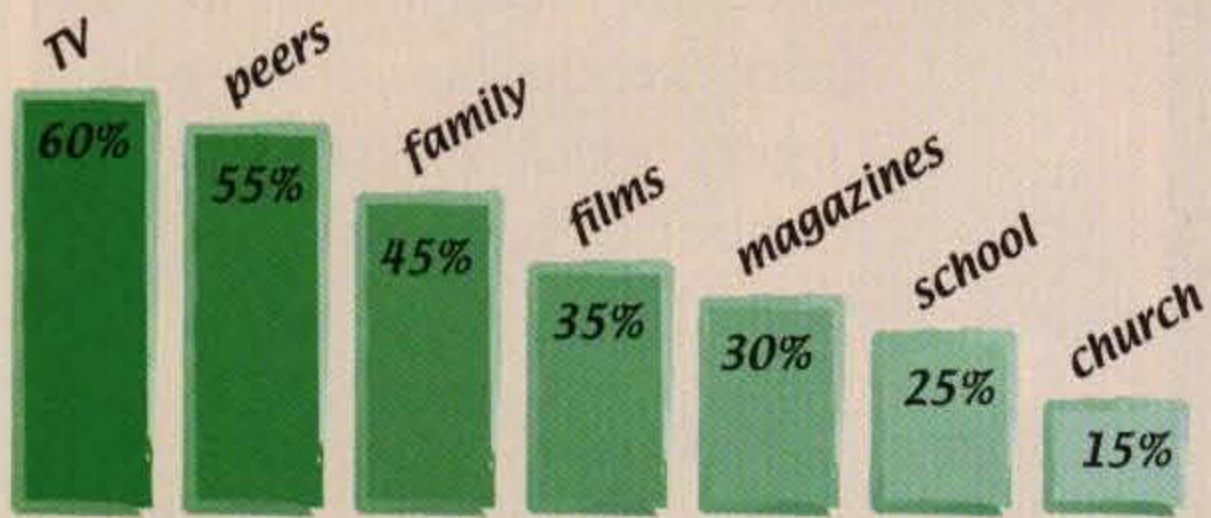
5

Личная и общественная жизнь

Who/What influences young people's attitudes and behaviour?

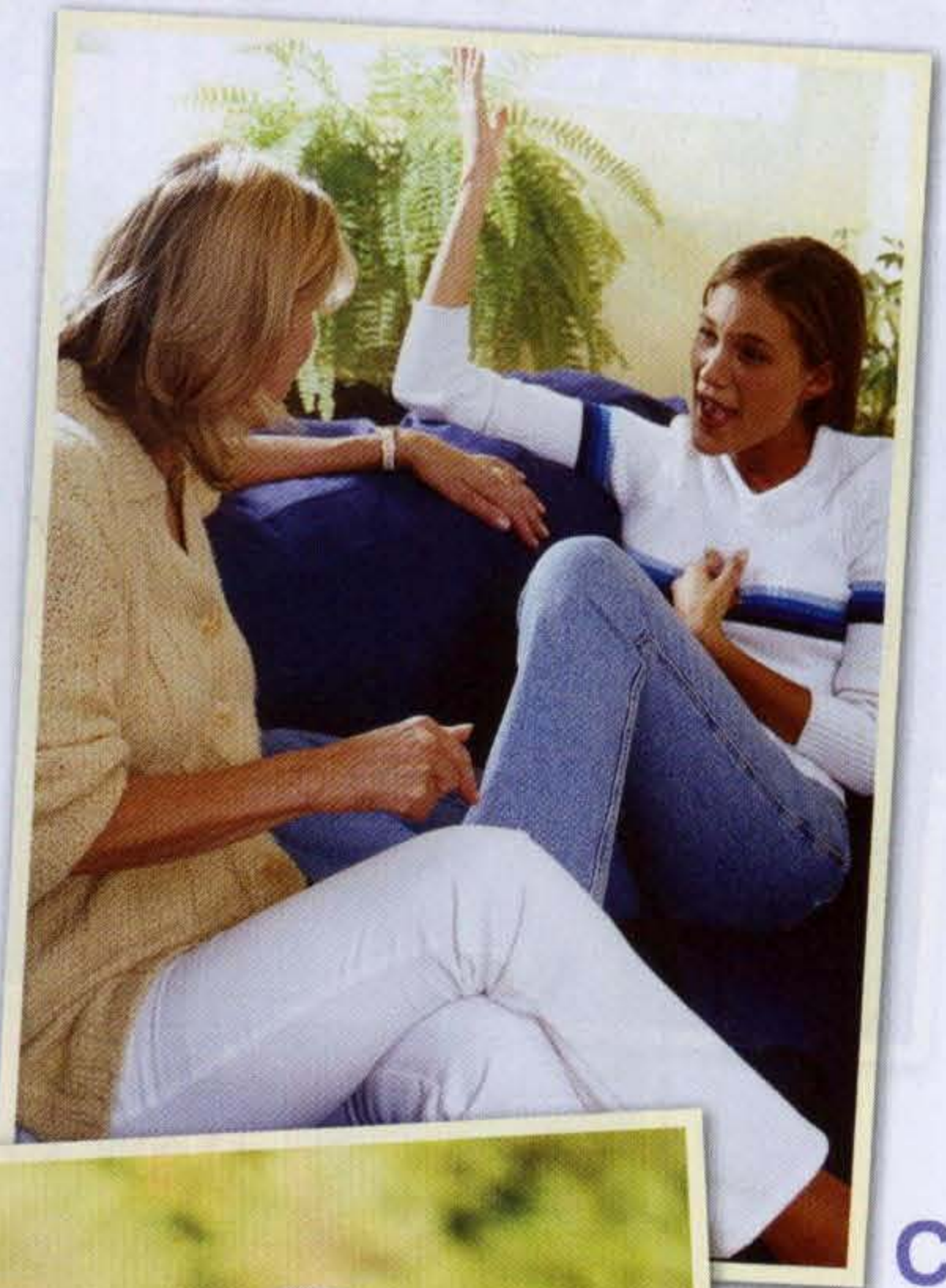
2,000 young people were asked this question.

The diagram shows how many of them pointed at each source of influence.



A

B



C



D

6

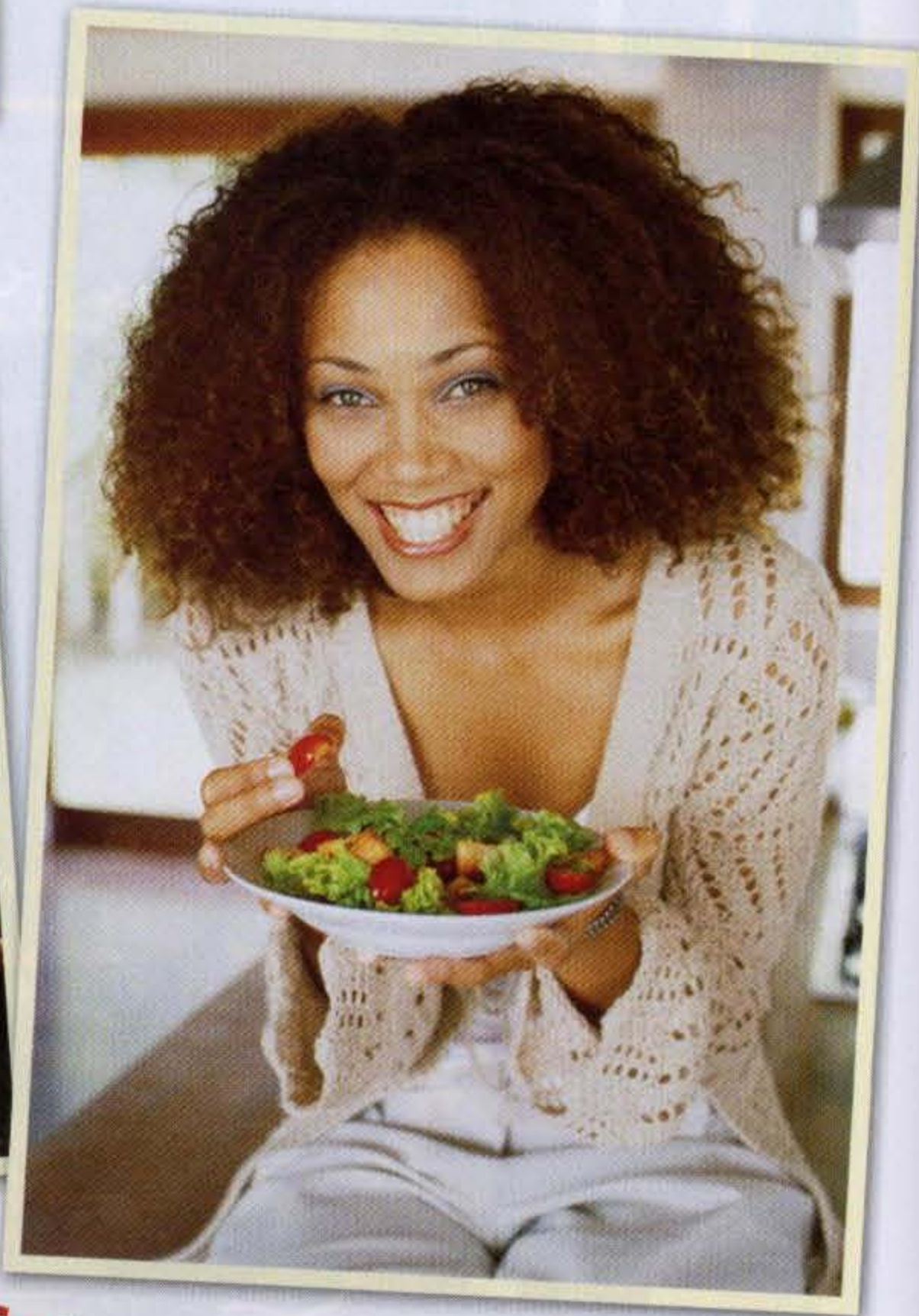
Еда



A

A recent survey carried out in a number of European countries suggests that more and more people decide to stave off meat in favour of dairy products, fruit and vegetables. There are a number of reasons

B



C

How to lose weight?

Here are the options given by 1000 random passers-by.

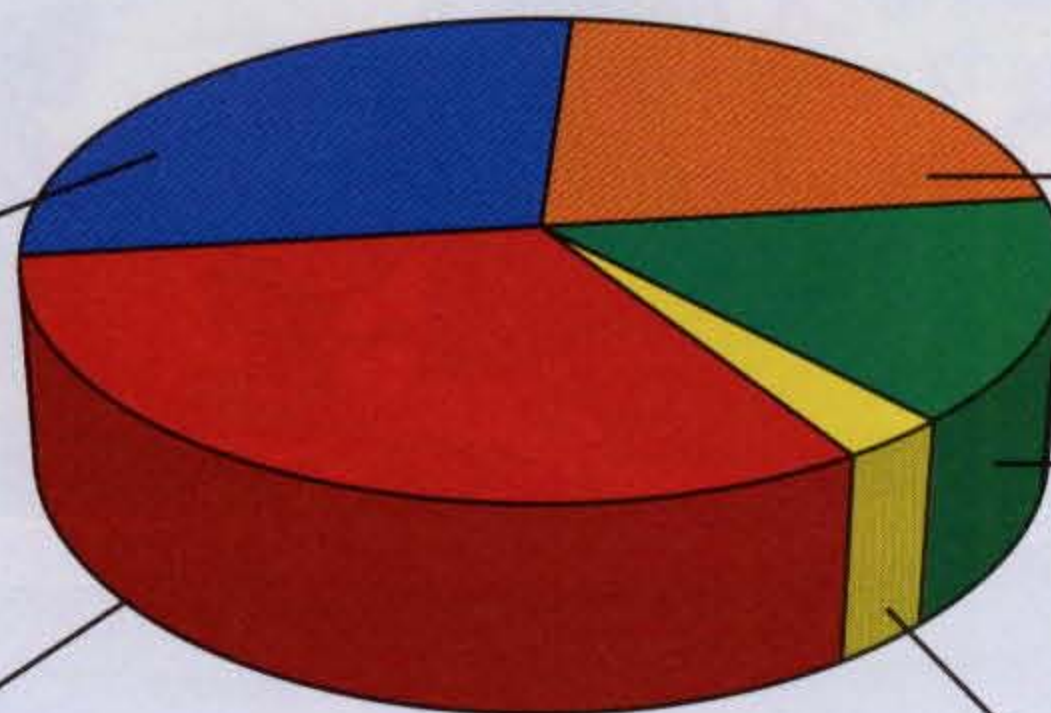
exercising regularly - 28%

taking diet pills etc - 22%

other - 15%

avoiding sweets and fatty foods - 32%

undergoing liposuction - 3%





A



B



C



D

8

Путешествия и туризм



A

B



C



**HOLIDAY
OF A LIFETIME,
WANNA VISIT EUROPE
FOR FREE?**

*Hitchhiker robbed
by lorry driver*



D



A



B

Do you
like to
play tennis
or other
sports?



C

Teenagers' Preferred Leisure Activities:

watching TV - 76%

playing computer games - 71%

listening to pop music - 60%

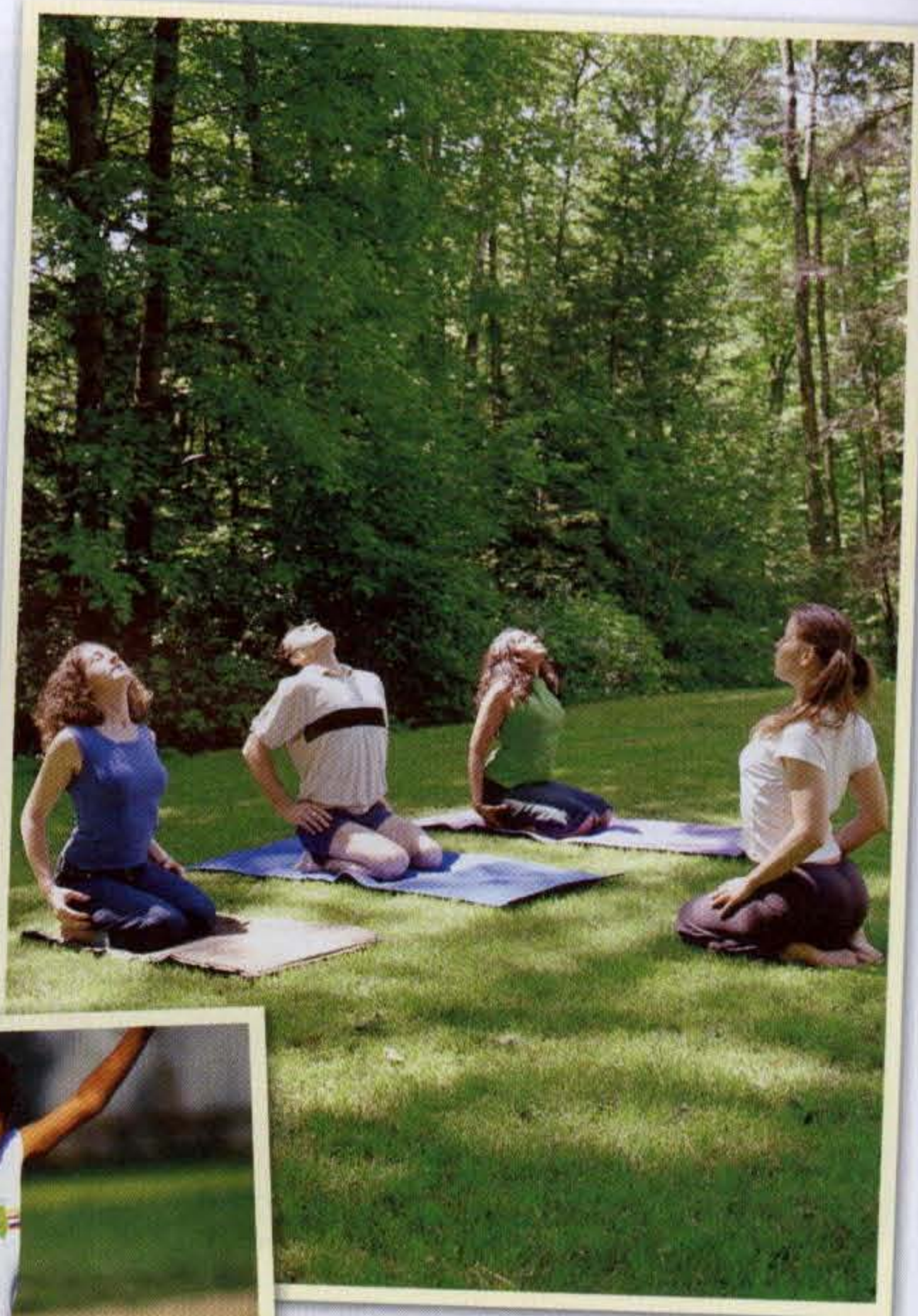
reading books - 51%

listening to the radio - 48%

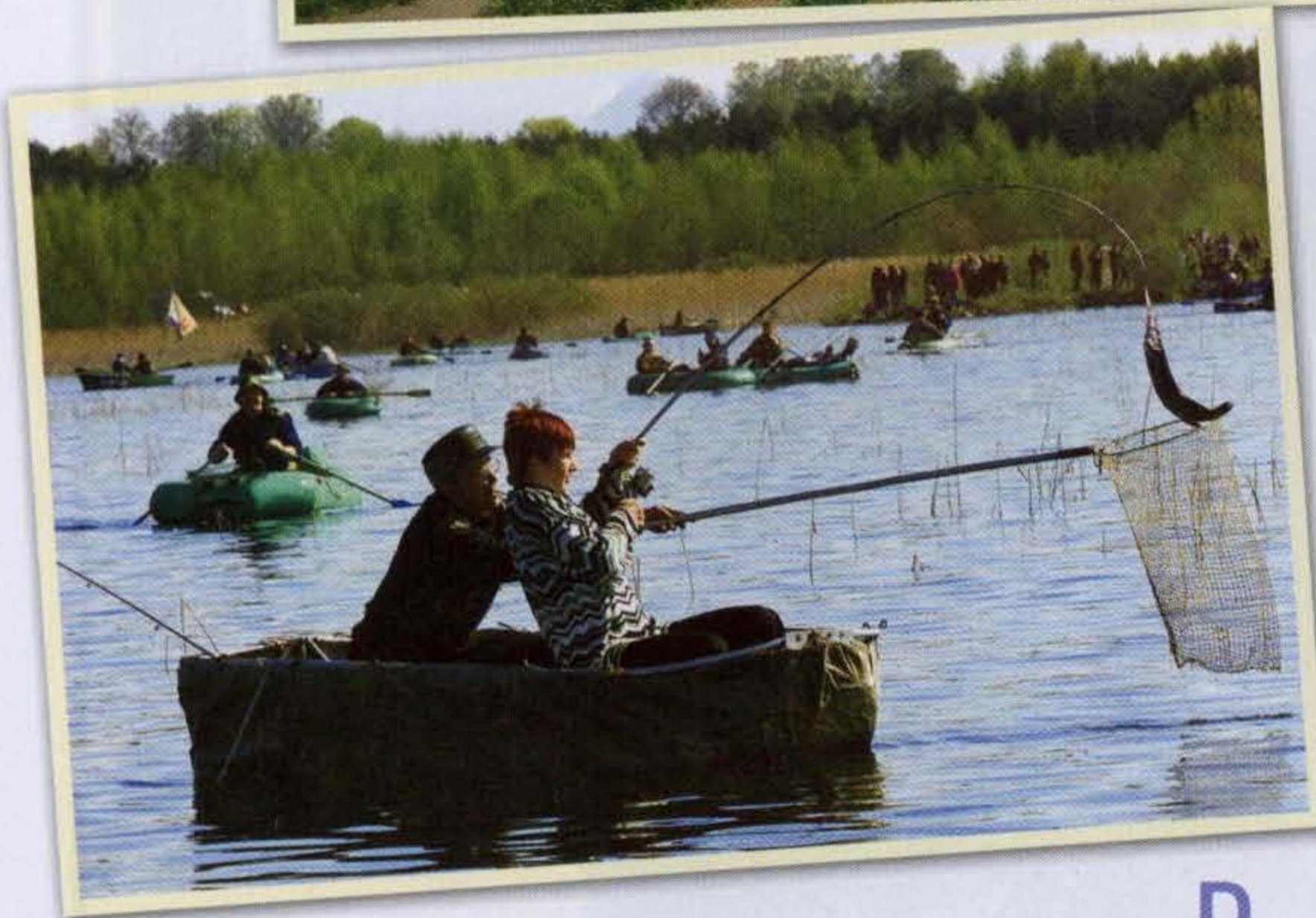
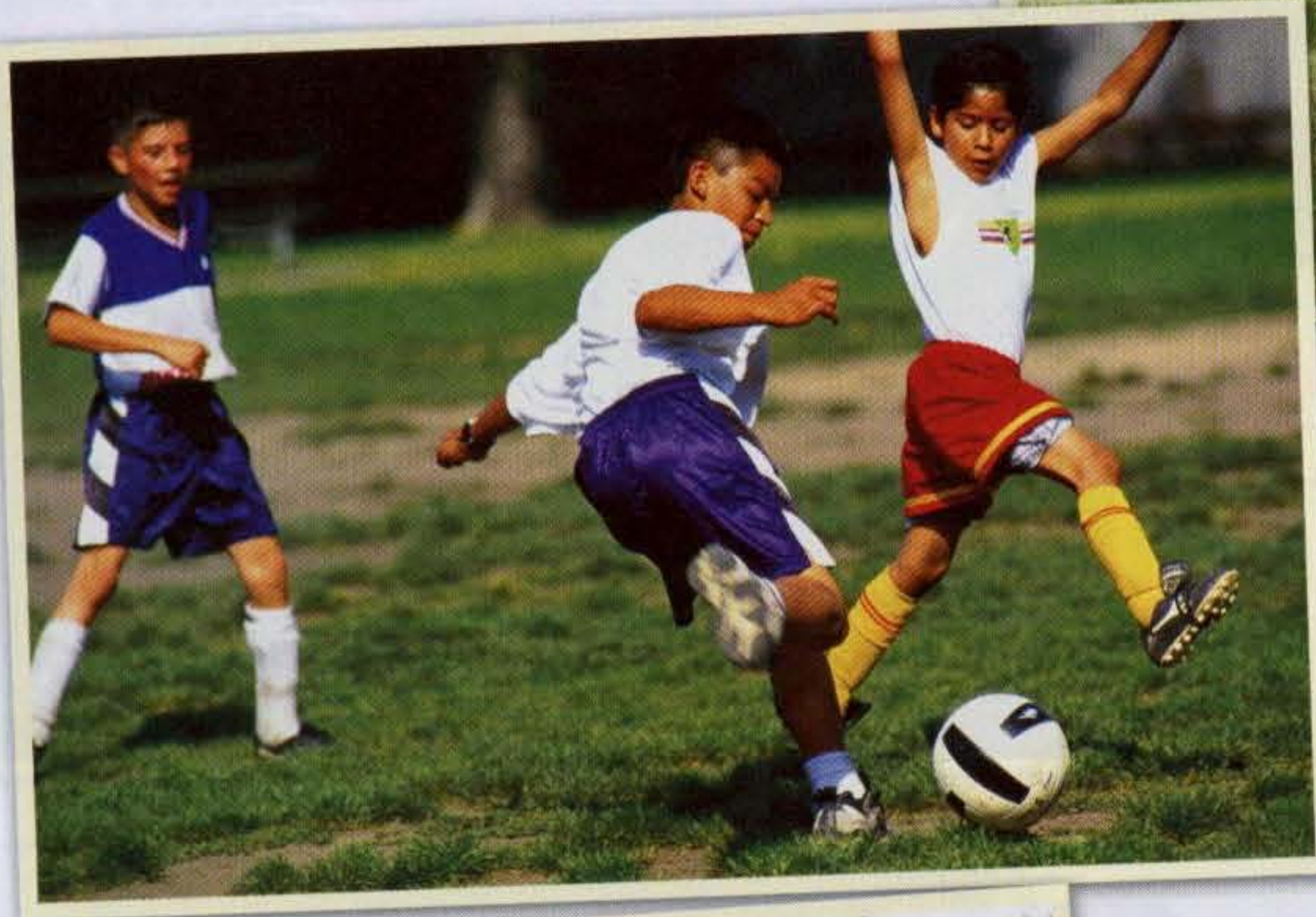
reading newspapers - 37%

listening to classical music - 5%

A



C



D

Another VICTIM of Mount Everest's whim

Yesterday Mount Everest (or Chomolungma – mother goddess of the universe – as it's called in Tibet) claimed the life of a 45-year-old thrill seeker who started his life-threatening ascent just two days earlier



A



B

Obesity – a modern disease?

Do you prefer junk food to a veggie diet? Do you spend more time in front of a TV or computer screen than in a gym? Do you favour watching sport to doing it? If so, you stand a fair chance of finding yourself seriously obese later in life

C

Teenagers' preferred forms of exercise

cycling - 70%

swimming - 41%

football - 40%

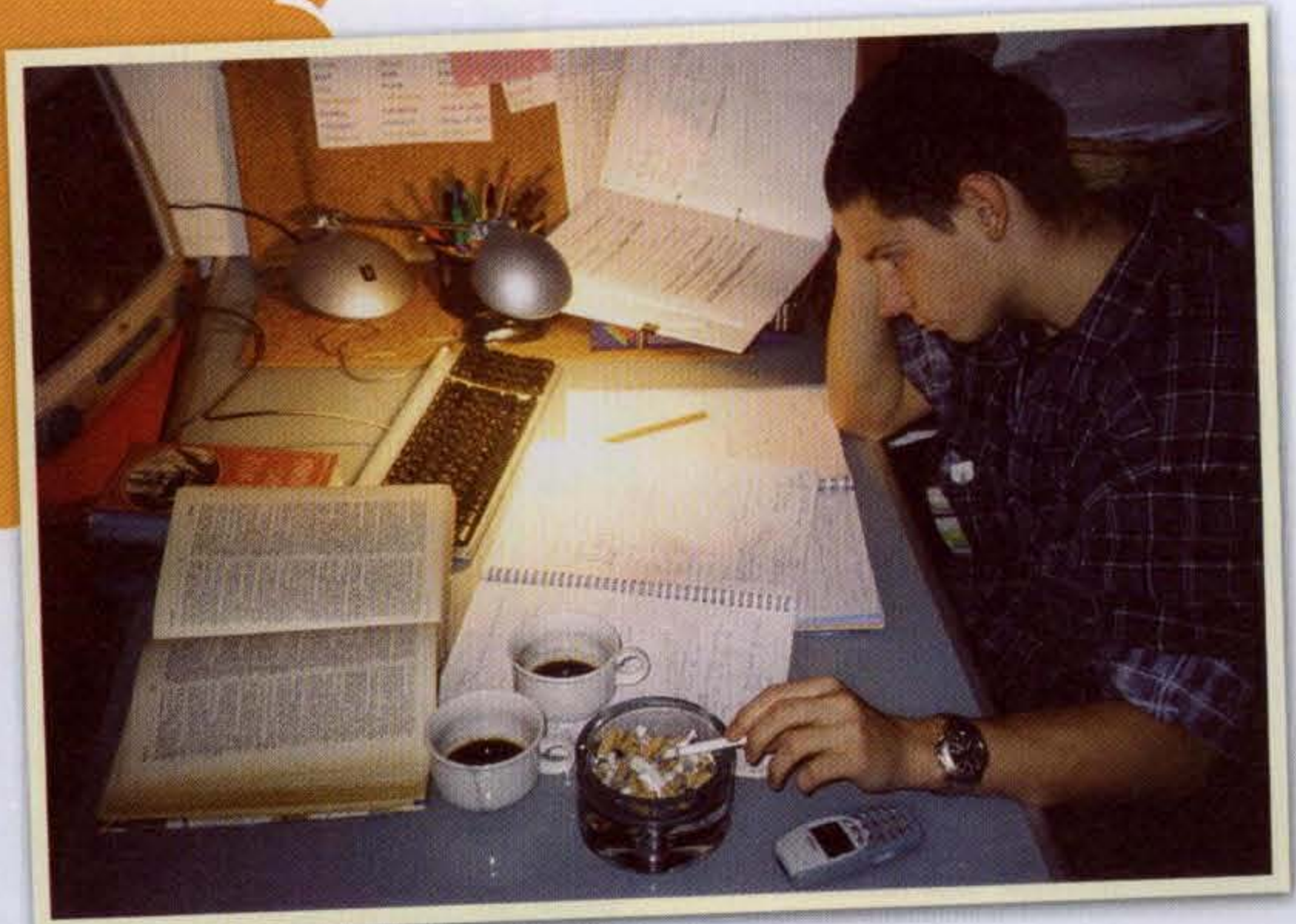
skiing - 35%

aerobics - 20%

bodybuilding - 13%

jogging - 12%

yoga - 2%



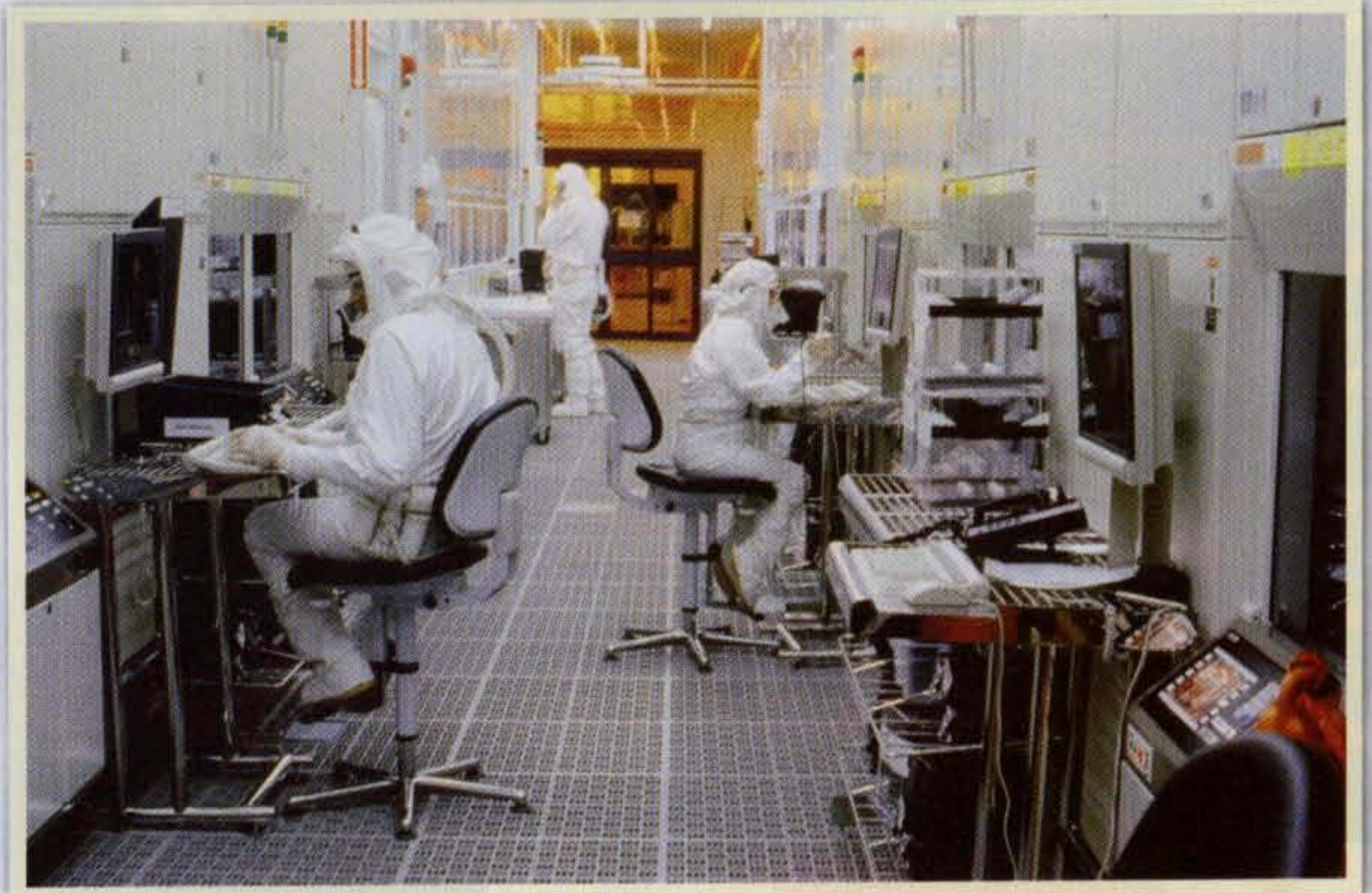
A



B



C

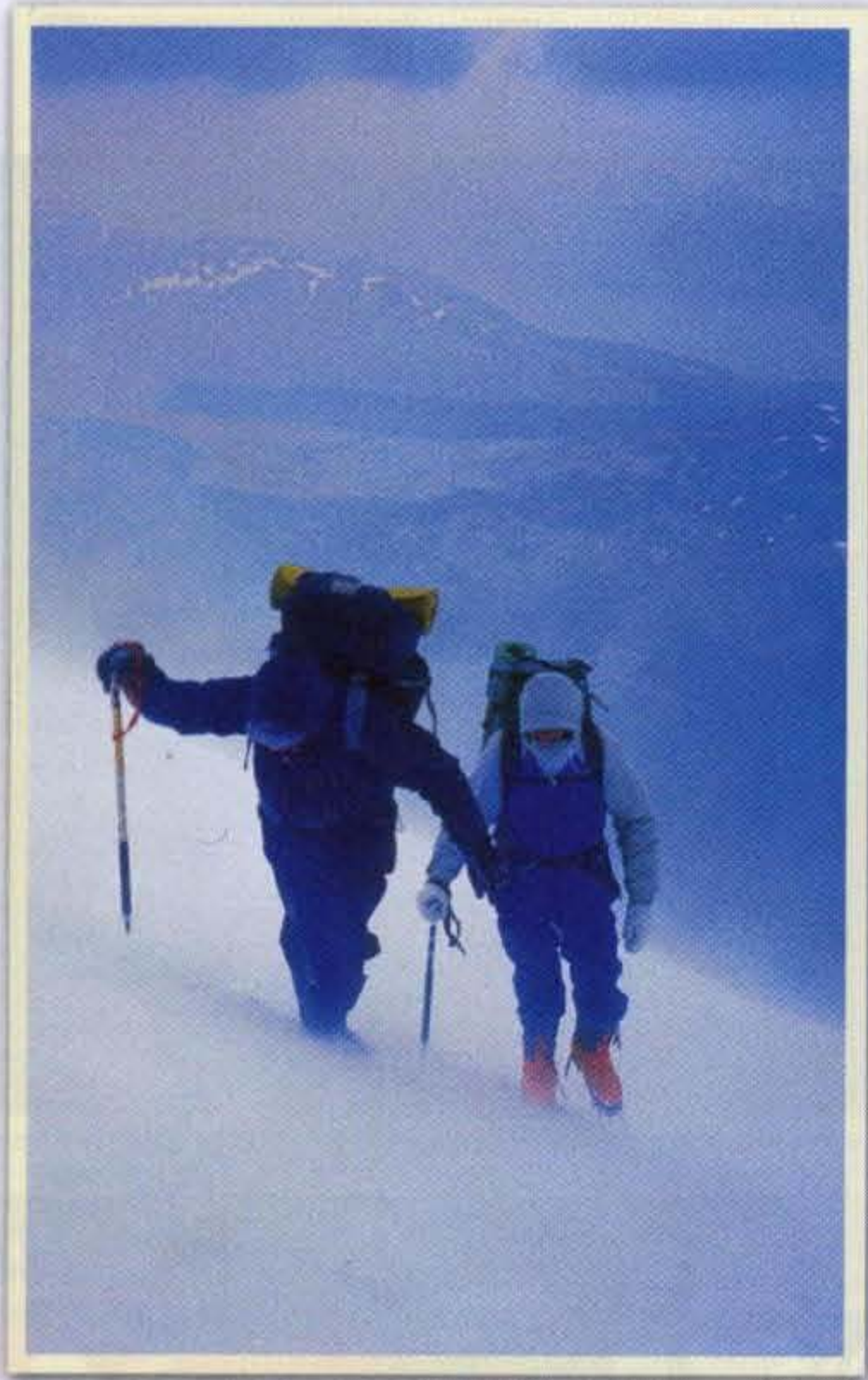


13

Природа

earthquake kills 3000 in colombia

A



B



toxic waste kills thousands

C



Population growth around the world
- data in millions

	Europe	Africa	Asia
1950	546	227	1,437
1960	605	283	1,720
1970	656	361	2,158
1980	694	473	2,651
1990	721	629	3,180
2000	729	803	3,679

source: U.S. Bureau of the Census, International Data Base.

D



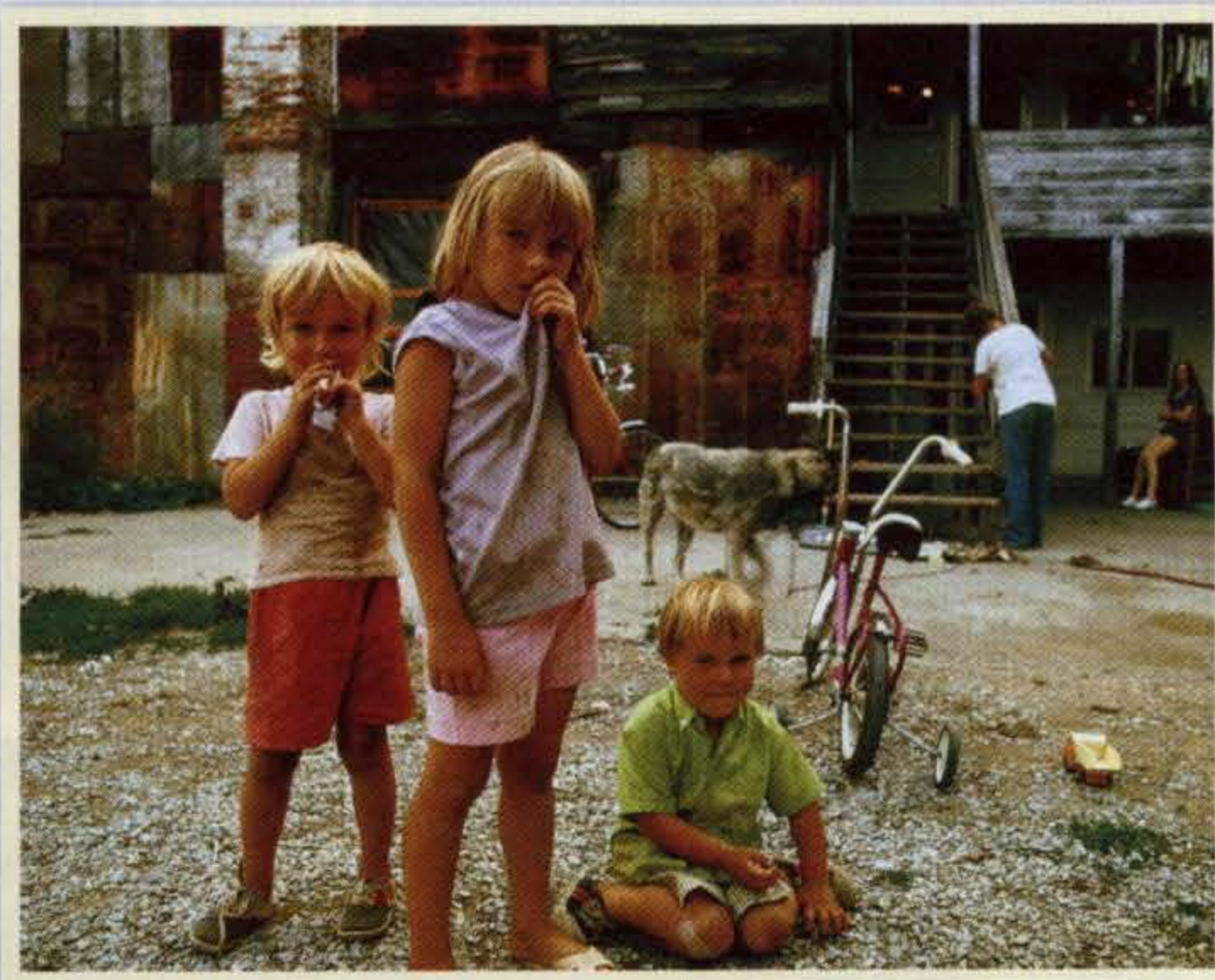
floods destroy hundreds of villages

14

Государство и общество



A



B



C



D

**ANTI-IMMIGRANT
PROTESTS
IN CITY CENTRE**

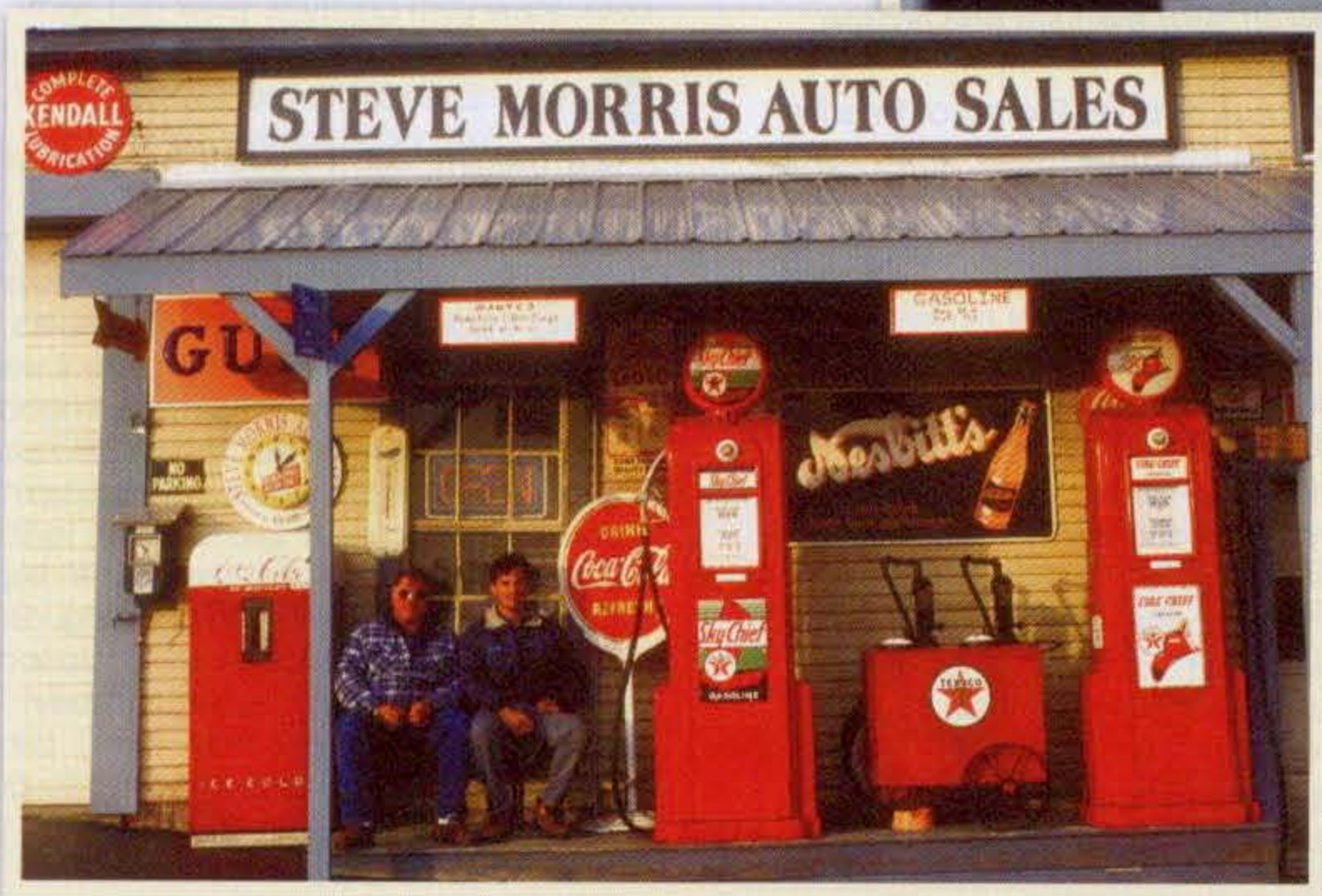
15

Некоторые сведения об англоговорящих странах

A



B



C



D

Тексты аудиозаписей

Общие замечания

1

1.
A: You must have one of these scones.
They are fresh from the oven.
B: No, thanks. I have already had my tea
with some biscuits.
A: Come on now! They are delicious.
Have a small one.
B: No thanks. I'm trying to lose weight.
2.
A: What was the result of the football
match between your team and
Cracovia?
B: We thrashed them 6-1.
A: Really? How was that possible?
They are an excellent team.
B: Yes, they are very good. But during the
match three of their best players were
ill, and we were better.
3.
A: How is your brother these days?
I haven't seen him for ages.
B: I'm sorry to say but he's laid up.
A: What's wrong with him?
B: I think he ate some bad fish.
A: I hope he soon feels better.

2

1.
Pierre Bayle was a French philosopher. He wrote a well-known dictionary. Most of the entries in his *Historical and Critical Dictionary* are devoted to *blablabla* subjects. Bayle especially concerned himself with exposing *blablabla* dogmatism and fanaticism. He was an ardent and effective advocate of *blablabla* toleration.

*/adapted from: W.T. Jones, 'Bayle',
The World Book Encyclopaedia*

2.

Blablabla grows to about 9 to 10 inches long. The male *blablabla* has a brownish orange-red breast, a blackish head and its outer tail feathers are tipped with white. *Blablablas* are most popular in Connecticut, Michigan, and Wisconsin.

*/adapted from: George J. Wallace, 'Robin',
The World Book Encyclopaedia*

3.

The explorers learned that the Indians made waterproof shoes from *blablabla*, the milky white juice of the rubber tree. They spread the *blablabla* on their feet and let it dry. The Indians also made waterproof bottles by smoothing *blablabla* on a bottle-shaped clay mould. They dried the *blablabla* over the fire, and then washed out the clay.

*/adapted from: Harvey S. Firestone Jr., 'Rubber',
The World Book Encyclopaedia*

3

1. tree - three
2. men - man
3. chip - cheap
4. bed - bad - bet
5. cat - caught - cut
6. hat - hard - heard

4

1. sat - seat - set - sit
2. fall - fool - folly - full
3. what - ward - word - would
4. heed - hid - head - hat - heat
5. feet - fit - fed - fat - feed
6. beat - bed - bead - bit - bet

5

1. What a hot day it is!
2. We went for a long walk yesterday.
3. We went to England by ship.
4. They live far away from the city.
5. He ran faster than his friends.
6. Please, take your seat.

6

1. They praise Peter's speeches for their clarity and humour.
2. Her fingers moved slowly over the fur on the cat's head.
3. I told him how much to bet and on which horse.
4. She pulled out a blank card and asked him his name, age, and address.
5. They build their houses out of mud and stone.
6. She liked the beach very much and spent most of her free time there.

7

1. My sister is 60, and I am 70 years old.
2. He lives in Krakow, at 90 Old Street.
3. There were 16 boys and 13 girls in the hall.
4. No, I said I liked the 14th and not the 13th song.
5. This is the 30th book Professor Reader has bought this year.

8

1. Tomorrow we can expect sunny weather and temperatures between 80 and 90 degrees Fahrenheit.
2. I thought our house was at least 88 years old, but dad says it will be that old only after another 18 years.
3. I don't remember whether my train is due out at 3:13 or 3:30. All I remember is that I have seat number 33 in car number 13.
4. I've been travelling a lot recently. On the 24th of May I went to Paris. I returned

on the 4th of June, only to leave 14 days later for Rome, where I stayed for 40 days.

5. Here we have a wide selection of dresses. This extraordinary silk dress is on sale for only 80 pounds and you can have this comfortable summer skirt for as little as 18 pounds.
6. Although there were only 114 seats in the theatre, they invited 140 guests, hoping that some of them would not show up.

9

1. Then, you must turn right.
2. I don't really like your new date.
3. She has fair hair.
4. The court of Queen Elizabeth was most magnificent.
5. Have you left a note for Mary?
6. The bag was very light, as though there was nothing in it.

10

1. Last night I was woken by the rain beating against the window.
2. She spoke English fluently but her voice had a faint French accent.
3. After the wedding ceremony the guests showered the bride with little paper rose petals.
4. She has taken some very good close-up shots of the children.
5. They were punished immediately, without ever presenting their side of the story.
6. He is an old, mean man.

11

1. I'd like some meat for dinner today.
2. I loved your tale, Mike.
3. Their garden is very pretty.
4. I haven't seen you for a week!
5. Did you hear what she said?
6. Tell me whether it is sunny today or not.

12

A few months ago I bought this very old mansion. But it's been a complete waste of money. Now it's on sale again and I'm looking for a new house. Why? Every evening I would hear strange noises as if someone was walking in the attic. I was scared stiff as I knew there was nobody else at home but me. Then, one night I saw the ghost of a knight. I heard him bumping around the house till two o'clock in the morning. The other day someone kept knocking at the door all night long. But when I looked outside, there was nobody there. Another thing is, somebody is constantly opening my mail. No, I can't bear it any longer! I'm determined to get away from that haunted house. I have to find a less spooky place to live.

1 Задания на установление соответствия приведенных утверждений прослушанному тексту (True/False/No information)

1

Interviewer: In Britain there are about 3 million coloured people. Most have come from India, Pakistan, Bangladesh, and the West Indies. Today we will talk to one of them, 17-year-old Aisha. First of all, Aisha, where do you live?

Aisha: Near Liverpool Street Station, some six stops by tube from the centre of London.

I: Do you have any brothers or sisters?

A: Yes, I've got two brothers and one sister. She's one year older than me, but we go to the same school.

I: Tell us about your school.

A: Well, it's a comprehensive school with about 3,000 pupils.

I: What is your religion, Aisha?

A: I'm a Muslim. In our school there are also Anglicans, Sikhs, Hindus, and Catholics. Over half of the pupils are Asians. That is, their parents originally came from Pakistan, India, or Bangladesh.

I: Where did your parents come from?

A: They came to England from Pakistan nearly twenty years ago so I've lived here all my life.

I: Do you consider yourself British or Pakistani?

A: Both, I think. But sometimes I think I'm more Pakistani than British.

I: What's your favourite subject at school?

A: R.I. That's Religious Instruction. I like R.I. best, because we learn about all the different religions in the world. Oh, yes, and I like the teacher very much. She's a Christian, but she knows a lot about Islam, our religion.

I: Is religion a very important part of your life?

A: Yes, it is. Islam is a very strict religion. Older women wear certain clothes all the time. And we can't eat pork or bacon, of course.

I: Don't you think that's too strict?

A: Not really. But it's a little unfair, because men can wear anything they want. Also we cannot go out alone, but boys can.

I: Is it true that some Muslims marry the person their parents choose?

A: Yes, it's true. But I think it's a good thing. Then the marriage lasts forever.

I: Finally, are you going to live in Britain or would you like to go to Pakistan?

A: I don't really know. I went to Pakistan in 1997 and I loved it there. But there were also things I didn't like. For a woman it's much easier to live in England. I want to be a doctor so I need to do well at school. I would like to lead my own life, but maybe I'll marry a Muslim and stay at home and look after the house and have children.

2

Planning a short break in Dublin? Here is our pick-of-the-week - a fascinating experience for both children and adults - Dublin's Viking Adventure.

A 1,000-year-old Dublin Viking settlement is re-created in a former church along the south quays. It's great fun, and costumed actors, the smell of fresh-cut hay and the sounds of barnyard animals really bring the experience to life. At the end of the adventure, there's a Viking Museum which enables you to see artefacts collected from the Viking settlements in Dublin.

Open from March to October, Tuesday to Saturday 10 a.m. to 1 p.m. and 2 to 4:30 in the afternoon. Tickets, £4.75 for adults and £2.95 for children.

3

Bill: Good morning, doc.

Doctor: Good morning, Bill. What's wrong?

B: Well, doc, I'm having pains in my stomach. I can't sleep. I have no appetite.

D: When did the pains start?

B: Last night, when I returned from my sister's wedding. I went to bed and I just couldn't fall asleep because of the pain.

D: Hmm, it doesn't sound very good. Perhaps you ate too much during the wedding reception?

B: Well, I had a piece of fruit cake.

D: But a piece of fruit cake shouldn't make you sick.

B: Look, doc. I went to this wedding reception in the morning and had a few glasses of coke and sprite and ate many peanuts. There were also lots of small sandwiches with sausage or cheese, and I had a few. Then the dinner came and I had three portions of chicken, and two helpings of roast beef. You had a choice of potatoes or rice and a few vegetables to go with the meat. For dessert they served apple pie and I again had a glass or two of coke. Finally, they served the most wonderful ice creams with hot chocolate sauce and I had four portions.

D: Well, Bill, that's quite a lot to eat in one day ...

B: But, doc, I was feeling great and I loved the food. Then I had to eat that piece of fruit cake and I think it made me sick.

4

I saw *Titanic* at the Regal Theatre in Bonney Lake, Washington on Christmas Day. I was on vacation with my family, and had met up with my fiancée for the vacation. He currently lives somewhere else, so this was a special time for me, to be with him. Even more special to me, however, was to look at him out of the corner of my eye and see tears streaming down the cheek of this big bad United States Marine. I, of course, was the sensitive young woman sobbing uncontrollably next to him.

Usually after you leave the movie theatre, you spend the journey home discussing the film and what could have been different etc. When my Marine, my cousin, and myself got into the car, we were silent for much of the journey. It's really hard to criticise a movie that was made to represent real events, especially when the movie was so hard-hitting. The movie critics, you know, were sitting side by side with others, bawling their eyes out too. How can you criticise the performances of actors when they brought you to tears? Leonardo DiCaprio and Kate Winslet delivered a moving love story, one not only heart-wrenching but frighteningly true. Although the characters of Rose Dewitt Bukater and Jack Dawson were fictional, they represented the souls of everyone on the ship, the survivors and those who perished. I do agree with the statement that the minor characters were extraordinary. I too cried at the Irish mother placing her children in bed knowing they would never wake up.

This movie is by far the best movie I have ever seen. I should also mention that last night, here at my home in Fairbanks, Alaska, I saw the movie once again. The same sobbing sounds could be heard throughout the small theatre, and the audience, once again, left subdued and introspective.

*(adapted from: 'Titanic Positive Reviews',
Online Pet's Titanic Page!)*

5

1. Susan is not happy with her tests results.
2. She's a very good swimmer.
3. Tom's parents weren't rich enough to pay for his studies.
4. Working as a waitress brings Ann little satisfaction.
5. I haven't eaten a lot for my breakfast.
6. I can't speak German at all.

6

1. I can't deny that Ann is very pretty.
2. Peter didn't disobey his teacher.
3. I have hardly any time to talk to you now.
4. We were not unimpressed by his performance.
5. There were not enough places for those who did not come on time.
6. We have only a small slice of bread left.

7

1. I haven't bought as many books as I usually do.
2. I'm earning more in my current job.
3. They were happier when they weren't so rich.
4. It isn't as difficult as we expected.
5. John isn't much heavier than Mike.
6. No one in the club is a better footballer than my brother.



1. Eve's hair was not much longer than mine.
2. The more I listen to this music the more I like it.
3. Not quite as many children have been born this year as last year.
4. I have learned slightly less today than yesterday.
5. My grandpa doesn't smoke as much as he used to.
6. I should have studied more to pass the history exam.



1. I love dancing so I went there thinking I'd have the time of my life. It wasn't to be. The room was overcrowded and, if it were not enough, the air conditioning was out of order.

2. The people are really poor, because the government doesn't have enough money to help everybody. Despite this I have never seen a happier crowd. They do know how to enjoy life! I envy them.

3. Many people in the crowd were obviously real fans. They didn't mind that the lyrics make hardly any sense. They knew the words and they sang along to nearly every song. They didn't care that the sound was really poor, as long as it was loud enough to give you a headache. They didn't care that the auditorium was cold, because they warmed themselves by jumping and shaking. And - it seemed to me - they were having a great time. I thought they would have loved *anything* their idol cared to do. But then, isn't this what the 'real fans' are for?



And here is the latest news.

Tribesmen in Yemen have kidnapped a European couple. The report says that the couple were kidnapped as they returned to Sana'a, the capital of Yemen, after visiting historical sites in the eastern Marib region.

French news agency AFP identified the couple as the cultural attaché at the French embassy and his wife, but the embassy has refused comment.

A spokesman of the French foreign ministry said: 'The French embassy and the ministry are in contact with the Yemeni authorities. With their help we hope to contact the kidnappers soon and the couple should be free within a few days.'

Correspondents say that it is almost certain that the French were kidnapped by a member of the Bani Jabr tribe. Another member of the Bani Jabr tribe informed them that the couple were kidnapped when their driver stopped by the side of a road to say late-afternoon prayers.

Professor Wise of the University of Exeter, an expert on the Yemeni political situation, says that Yemeni tribesmen often kidnap westerners to put pressure on the government to satisfy their complaints. The hostages have usually been

unharmful. However, last December, fourteen Western tourists were killed in crossfire between their kidnappers and Yemeni security forces.

(adapted from: BBC News Online)



Laurie Marker was a trained veterinary assistant at the Wildlife Safari park near Winston, Oregon, when she caught her first glimpse of a cheetah at full speed. Moving fast across a hillside, the golden creature bounded seven yards a stride, four strides a second, its long spine bending and snapping like a bow at every step. 'It was a revelation.', she recalls.

The cheetah's shoulder blades are not attached to its collarbone, allowing it to move freely and lengthen its stride. Even its large heart, lungs and nostrils seem to have developed for speed.

Marker noticed how each explosive dash ended in a few seconds. The cheetah can accelerate from a standstill to 60 miles per hour in just three seconds, one second faster than the fastest Ferrari road car. But the effort overheats its system and the cheetah can only run for about 400 yards at its top speed of 70 miles per hour. Then it must cool down, resting for at least 30 minutes.

Marker was captivated by the grace of these predators, but was surprised to learn that they have a timid nature. Though they growl when angry, the cheetahs also mew and purr like a pet tabby, and even chirp like birds to call each other.

Marker's growing attraction was sealed when she adopted a six-week-old. 'Four of the litter were hissing and spitting,' she remembers. 'The fifth was calm and gentle.'

She named the gentle cub Khayam and raised it in her home with Sheso, her dog. 'Sheso licked Khayam's fur clean and played throat-bite with her.', Marker says.

By then Marker was curator of the safari park's cheetah programme, overseeing breeding. She began wondering if captive-bred animals could be released into the wild, and she took Khayam to northern Namibia to try.

In the cool mornings and late afternoons, favored cheetah hunting times, Marker and Khayam would sit for hours at water holes watching different prey species come and go.

(adapted from: Paul Raffaele, 'The Cheetah Run for Its Life', The Reader's Digest Online)

2 Задания на множественный выбор (Multiple choice)



Mrs Feline: Excuse me, please. I'd like to change this book.

Assistant 1: I'm afraid this is the cash desk. Could you see the assistant at the counter over there?

Mrs F: Thank you.

Mrs F: Excuse me. Yesterday I bought this book by mistake. It's the *Guide to Understanding your Cat's Behaviour* and what I wanted is the *Complete Cat Care Manual*. Could I change it, please?

Assistant 2: I'm afraid the *Manual* is out of stock at the moment. I'll give you a credit note if you like, or you may choose other books from this or other departments to the value of the *Guide*.

Mrs F: I'd rather have my money back if you don't mind.

A2: I'm sorry, madam. It's not the policy of the shop to refund money if an item has been sold in good condition.

Mrs F: All right, then. I'll accept a credit note.

A2: May I see your receipt, please?

Mrs F: I'm afraid I haven't got it any longer.

A2: I'm very sorry, madam. Without a receipt ...

Mrs F: I understand, but I am a regular customer and you must remember the conversation we had last week about the new cat album I was looking for.

A2: Yes, madam, I remember our conversation, but still it's not our policy to issue credit notes for goods that may have been purchased in other shops.

Mrs F: Well then. I'll take my business in future to a different shop. It's not my policy to put up with this sort of treatment. I expect better service. Goodbye.



The calendar says late July and Mother Nature is certainly confirming that summer is in full swing. It was a deadly weekend across parts of the country as staggering heat and humidity claimed the lives of more than a dozen people. Unfortunately, little relief is on the way for much of the central and southern U.S. Widespread 90- and 100-degree temperatures are expected once again from the High Plains to the Atlantic shore and from the Ohio Valley to the Gulf Coast. Heat indices will be well above 105 degrees by this afternoon across much of the country. This means that people should take precautions by staying in an air-conditioned environment, drinking plenty of fluids, and checking on the elderly and pets. One area that will see a break from the oppressive heat will be the Upper Midwest. But relief will not come without a price. A cold front brought showers and thunderstorms to Minneapolis overnight, dropping over two inches of rain. These storms are now bearing down on the Great Lakes, where Chicago and Milwaukee will be under the gun this morning. By this afternoon, folks from Detroit to Kansas City will have to be on the lookout for potentially severe weather. The good news is that behind this front, temperatures will be cooler and humidity levels will be noticeably more comfortable.

New Englanders will also stay clear from the heart of the heat wave. Showers and thunderstorms that swept through the area yesterday have left a blanket of fog in their wake. Visibility is down to a quarter mile in portions of eastern New England this morning. Once this fog burns off later this morning, skies will be partly sunny. But keep the umbrella handy as scattered showers and thunderstorms will visit the area once again this afternoon.

(adapted from: John Desjardins, 'Weather Headlines', Online Yahoo!)



1. I myself was born in London, my sister was born in Exeter, and my parents in Leeds. But we all feel Scottish, as our family has lived in Edinburgh for the last forty years.

2. Memphis was the first capital of ancient Egypt. It was founded in 3100 BC. The Arabs destroyed Memphis when they took control of Egypt in AD 642. The Egyptians then used stones from the ruins to build the city of Cairo, 18 kilometres to the north.

3. As far as food is concerned, my grandma is a very traditional lady. She always eats her toast and marmalade for breakfast, drinking numerous cups of tea with milk. For lunch she has fish and chips, and in the afternoon again lots of tea with milk and cucumber sandwiches. Her dinner usually consists of roast beef and Yorkshire pudding.



1. Although he has lived in London for over fifty years, he was not born here, but in Manchester. Soon afterwards his father got a job in Brighton and the family moved there ...

2. Generally temperatures are moderate. Even the desert is never extremely hot. Days are warm and nights are cool, with mild, rainy winters and dry summers.

3. Chaplin created the role of a tramp named Charlie, a little man with a tiny moustache, a cane, a too-small coat, baggy trousers, and extra-large shoes ...

*/adapted from: Nardi Reader Companion, 'Chaplin',
The World Book Encyclopaedia*

4. French colonists first settled in Canada during the early 1600s. For the next 150 years, France ruled eastern Canada as the colony of New France. About 10,000 French came to the colony during this period. About 65,000 French Canadians lived in the area when French rule ended in the early 1760s. Since then, there has been little immigration from France, but the French-Canadian population has grown to more than 5,500,000, about one-third of the population.

*/adapted from: D.F. Putman, 'Canada',
The World Book Encyclopaedia*



1. I forgot to announce the staff meeting.
2. I found it impossible to park my car there.
3. Whatever play you choose, I will be happy to see it.
4. The morning weather report follows the news.



1. Peter said he would call my mother and father up.
2. Peter told me he hadn't phoned his parents for ages.
3. Peter ought to leave his car with a mechanic.
4. Peter was appointed manager of the company last year.



1. If Mary had more time, she would be able to have lunch with us.
2. I would buy this shirt, if it weren't so small.
3. If Mike stays at home. I will stay at home too.
4. If you don't hurry up, we will miss the 10.15 train to Exeter.



1. If I'd known they were coming, I would've bought more food.
2. If I were a better driver, I wouldn't hesitate to go there by car.
3. Ann wouldn't have to buy a new carpet now if she hadn't invited so many people to the party.
4. Paul wouldn't have written to his parents at all, if he hadn't spent all his money.



1. When I was a student, I usually had my lunch in a Greek restaurant called *Hellada*. When I went there with my friends last week, I was surprised to see that there was a bookstore in that location now.

2. When I talked to Peter yesterday, he said he'd decided that there's no future for him here and that he's filling in an application for Commercial Union. I said it's too bad as he's so good at his work and so well-liked here.

3. A year ago they opened two cinemas in this shopping centre in order to bring in more customers. The plan misfired, however, for although more people are coming to the centre no one is buying.

4. Tim loves to swim. He usually goes to the swimming pool with his friend, John. When I went there to find him the other day, John was not there. Instead, Tim's wife had gone along with him, and she had both their children with her.



Good morning, friends. This is Bill Smith. Here is your morning news. The local train you have heard chugging and whistling through town the past fifty years will stop its service this month. Not enough business in small-town America anymore, so they say. Corn prices are down \$2 a bushel. That's low for this year. Beans and potatoes are holding steady, but beef and pork prices

are real high. That's farming economics. Low demand, high prices. People are heart-conscious and think eating meat is bad for the heart. If you ask me, that attitude is bad for the farmer who is the heart of America.

Hollywood just released another film criticising America. Why does the rest of the world think everything in America is what is on the silver screen? Ask that farmer and the moms and dads. Around here America is not just football games, imagery, and Hollywood imagination. Glitter does not make America strong. The truth does. Thanks for listening.

*/adapted from: Ethan Allen,
'From My American Mailbag',
The World of English*



Commentator: Hello listeners. Today we are going to talk about our favourite sweet, chocolate. Our guest today is Mr Sweet, an expert on everything which is connected with chocolate. Good morning, Mr Sweet.

Mr Sweet: Good morning, thank you for inviting me to say a few words on chocolate.

C: Mr Sweet, could you tell us what chocolate is made from?

Mr S: Most of us know that chocolate is a food made from the seeds of a tropical tree called the cocoa. But few realise that the word cocoa apparently comes from two words of the language of the Maya Indians which mean bitter juice.

C: How interesting! So you are saying that the cocoa tree produces the cocoa beans, from which all chocolate products are made. Where do the cocoa trees grow?

Mr S: These trees grow best in areas with warm weather and a lot of rain. Most of the world's cocoa beans come from the west coast of Africa, where Ghana, the Ivory Coast, and Nigeria are the largest producers. The cultivated cocoa tree grows to a height of about 7.5 metres. It produces leaves, flowers, and fruit in all seasons of the year. The ripe fruit may be red, yellow, golden, pale green, or all of these colours. The ripe fruit contains 20 to 40 almond-shaped seeds. When these seeds are fermented and dried, they are used to make chocolate.

C: I see. Is it possible to say when people started to cultivate cocoa trees?

Mr S: Historians do not know how long the Maya of Central America and the Aztec of Mexico had cultivated cocoa beans. But they cultivated the beans before Columbus arrived in America in 1492. Botanists believe that the cocoa tree originated in the Amazon-Orinoco river basin in South America.

C: How did cocoa reach Europe?

Mr S: Fernando Cortes, the conqueror of Mexico, took some cocoa beans to Spain in 1528. In about 1606, cocoa beans were introduced into Italy. Shortly after, people in Austria and France began to use the beans. Eventually, their popularity spread to England. Today, countries in which

large amounts of chocolate are eaten include Belgium, Germany, Norway, Switzerland, the United Kingdom, and the United States.

C: Thank you very much, Mr Sweet for sharing your knowledge on the history of chocolate with us. I must admit that I feel like having a piece of chocolate now! What about you, listeners?

(adapted from: S. F. Hinkle, 'Chocolate', The World Book Encyclopedia)



And here is the news.

Storm-weary residents of eastern North Carolina braced for another round of flooding as rivers, pushed well beyond their banks by Hurricane Floyd and this week's downpours, rose toward their crests. Rivers flowing through towns hardest hit by flooding over the past two weeks were not expected to begin receding until the weekend as a lingering storm dumped five inches to eight inches of rain across eastern North Carolina over the past 24 hours.

The White House and Congress cannot agree on much these days, but they have managed to get together for a pay raise on both ends of Pennsylvania Avenue. President Clinton signed legislation that would double the pay of future presidents and raise the salaries of members of Congress, effective in January.

A group of Benedictine monks, refusing to heed evacuation orders, is continuing to pray at their remote California hermitage despite raging wildfires licking at their doorstep, officials said. 'The fire is going to remain real active, and we still have poor humidity and some winds.', Debbie Santiago, a fire information officer, said. 'It isn't over yet.'

In a decision that gun control advocates called a major breakthrough, a California appeals court said that victims of a 1993 shooting massacre should be allowed to sue the manufacturer of the guns used in the rampage. The First District Court of Appeals said the suit should go ahead because it saw no legitimate civilian use for the kind of guns used to kill eight people and wound six others - a variation of the TEC-9 type semi-automatic pistol called the TEC-DC9 manufactured by Navegar Inc. of Miami, Florida.

Russia said it was ready for talks with Chechnya if it condemned terrorism, but Russian planes bombed the rebel region for the seventh day for harboring what Moscow says are Islamic guerrillas. Prime Minister Vladimir Putin stopped short of threatening a full scale land attack on Chechnya, but kept up the pressure on the rebel region by saying he had not ruled it out.

Four New York police officers charged in the murder of unarmed African immigrant Amadou Diallo failed in their efforts to have the trial dismissed or moved out of New York. In a pre-trial hearing in Bronx Supreme Court, Judge Patricia Williams denied requests made by attorneys for the undercover officers, who pleaded not guilty when they were indicted in March on second-degree murder and reckless endangerment charges in the Diallo shooting.

(adapted from: 'News Summary', Online Yahoo!)

3 Задания на множественные соответствия (Multiple matching)



1. It'll cost you £5 to Trafalgar Square.
2. The engine is fine, but I think it's the brakes.
3. Would you like me to make an arrangement with red roses?
4. This test will count as seventy percent of your final grade.
5. Would you like to try this in a smaller size?



1.
 - A: For the main course, I'd recommend roast beef and vegetables. It's our speciality.
 - B: I'll have that, please. And coffee to follow.
2.
 - A: May I help you?
 - B: Yes, please. Do you have anything on sixteenth century architecture? But not expensive albums.
3.
 - A: I would like to remind you that you have a mid-term test next Thursday.
 - B: What time does it start?
 - A: The same time as regular class.



4.
 - A: I would like to borrow these four volumes on British history.
 - B: Can I have your reader's card, please.
 - A: There you go.
5.
 - A: Excuse me, what time are we due in Glasgow?
 - B: Let me see ... At 6:30. But I'm afraid we might be a quarter of an hour late.
 - A: Oh no. I'll miss my connection to Dundee.



A
As you all know, this is your introduction to the economic geography of the European Union. Perhaps some of you have taken other related courses in economics or business, which will of course be of great help to you in this class. You must all have taken the History of the Idea of Europe class, which is a prerequisite to this. Now, let me tell you a little more about the aim of our meetings ...

B

Brothers and sisters in Lord! He loves you! He suffered for us all and our sins. He died for us all and our sins. He loves us, as the apostle John says, 'unto the end'. Can there be better proof of His love?



1.
May I have your attention, please. Anyone travelling on the Victoria Line northwards to King's Cross Station is advised to take an alternative route. There has been an accident ...

2.
So now, let me ask you the first question. Well, how did it all start? Did you want to be a scientist when you were a child, or was it a coincidence ...

3.
The World Service News Bulletin will be followed at 9:45 by our daily answers to listeners' questions on current events. At 10:00 our *Interview of the Week* will start. This week Thomas Nosy will talk to the super-star, Jane Famous. The interview will be followed by ...

4

A: Good morning, my name is John Funny. Could I talk to Mrs Serious?

B: Speaking. How can I help you?

5.

First, you must make sure that you have all the ingredients. Make sure that the meat is fresh and tender. Then, pour some cooking oil in a pan and heat ...

6.

Good morning listeners. What a beautiful day it is today. We can expect temperatures above 20 degrees centigrade and no rain. A perfect day for a long walk with your family ...



1.

Mr Chairman, ladies and gentlemen, I should like to thank you for the honour you have done me tonight. When I received an invitation from your Chairman to deliver an inaugural lecture ...

2.

I still distinctly remember the smell of apples in my grandfather's orchard. The delicate smell of the fruit, the singing of the birds and the sunrays falling on grass, combine into one of the most precious pictures from my childhood. Never again was I so happy as on ...

3.

I can clearly see your point of view and I must say that I agree with you to a certain extent, ... but ... on the other hand we should bear in mind the fact that it was not their fault that the children ...

4.

Text books often claim that skeletons are necessary for muscles to produce useful motion. The biceps, for example, would not work properly without the upper arm bone as braced framework. If that's so, how can the utterly boneless squids and ...

5.

Stand with your feet together and hold your hands together behind your back. Stretch out your arms so that they are straight and bend forward until your arms are vertical. Make sure ...



1. I know you all love your pets very much. But it much too often means that you feed them each time they ask for food. And overfeeding doesn't make your dear cat happy. Quite the opposite. It often makes your pet ill. So if you really love your pet, don't be too soft-hearted!

2. It's quite common to see that if one cat is petted by an owner, a companion cat immediately joins in with little cries for attention. So cats can certainly be jealous especially if they feel that another cat is getting more attention than they are.

3. The easiest way to ensure that your cat enjoys a balanced diet is to feed it on a canned cat food produced by a reliable pet food manufacturer. However, you can feed your cat a meal of fresh food once or twice a week to add variety and interest to its diet. Cooked carrots, peas, or greens can be added to the food for extra vitamins, but they should only make up a very small proportion of your cat's diet.

name is Dudley Dorian Big Ben. The money not used on Duddy's upkeep will go to charity. With the first class veterinary care Duddy can afford, he will probably enjoy the millionaire status for years.



And here is the latest news on education. More than 200 non-UK graduate students with leadership potential can now apply for scholarships to study at Cambridge University in England. The scholarships have been made possible by a \$210m donation from the foundation set up by Microsoft boss Bill Gates. Graduate students from every country in the world outside the UK can apply now for scholarships for entry in 2001. The money will cover all costs, including tuition fees, living expenses and travel for at least 225 students at any one time, typically for between one and three years. The Gates Cambridge Scholars will be selected on the basis of academic ability and leadership potential.

/adapted from: 'Cambridge chance for bright "leaders"', BBC News Online/



1. U.S. sailors killed or injured in the suicide bombing of a warship in Yemen were flown out on Friday as experts hunted for the remains of 10 more men missing after the blast and for clues to the identity of the killers.

2. A Chicago rabbi escaped injury when bullets fired from a vehicle shattered the windows of his car, and police on Friday were questioning three young Palestinians about two other attacks on Jews.

3. Citing Mideast tensions, New York officials increased security on Friday at government buildings, landmarks, religious buildings and locations associated with Israel or Palestinians as thousands rallied in support of Palestinians.

/adapted from: 'Top Stories Headlines', Yahoo News Online!'



1. Ho! Ho! Ho! After demonstrating they could shout in a loud voice these words with a level of holiday cheer expected from Santa Claus, 40 students prepared on Tuesday to leave the Sidewalk Santa Training Centre for Manhattan's streets. The students - dressed in traditional Santa suits of black boots, red velvet pants, and red velvet coats - also had to recite the eight reindeer names.

/adapted from: 'Santa school grads ready for New York's streets', CNN Online/

2. Miss Molly Doglover left a million pounds to her pet poodle. The money formed a major part of her estate. The Royal Society for the Prevention of Cruelty to Animals have the financial responsibility for the dog's welfare. The dog millionaire is known to his friends as 'Duddy', but his full



1. a) Lend me your calculator for a second, will you?
b) I was wondering if you could possibly lend me your calculator?

2. a) Give me a hand with my suitcase, would you?
b) Would you mind helping me with my suitcase? It's rather heavy.

3. a) Sorry to trouble you, but could I possibly have one more bottle of coca-cola?
b) Could I have another coke, please?

4. a) OK if I have another piece of cake?
b) Would it be possible for me to have another piece of cake?

5. a) Excuse me, do you think you could tell me where the nearest post office is?
b) Excuse me, where is the nearest post office?



1. Dear Professor Wise, on behalf of the president of the University I would like to welcome you this evening. We are happy you have accepted our invitation to deliver an inaugural lecture.

2. A: So should I. Well, thanks for the meal, Peter. I enjoyed it.
B: Good, I'm glad you liked it. Next time we should go to that new Chinese place near the opera.

3. Fog occurs when damp air above the surface of the earth is cooled to the point at which it condenses. Of the two types of fog, advection fog occurs along the ocean coast or near rivers or lakes ...

4. A: And, mind you, the old bag says she found the birdies together ...
B: Aha ... Go on ... Now that is interesting!
A: ... in the bedroom!
B: You don't say!



a) Duke's School in Edinburgh is a modern school offering courses for people with special interests in history, music, theatre and literature. Class sizes are small - no more than 6 in each class and there is a full social programme during the week. Students live with selected families and are expected to take part in family life during weekends.

b) King's School in London is a beautiful old house on the edge of the city. The minimum age for entry is 18 years and all the courses require students to be resident. There are special interpreting and translation courses twice a year in March and in November. Beginners are not accepted.

c) Queen's School near Exeter is a large modern school offering activity-centred courses so that each day students combine language lessons with sport and a cultural visit to a nearby place of interest. The school is in the countryside but has its own transport. All students share study bedrooms.

d) Prince's School in Brighton is a large school in the city centre which offers all students single study-bedrooms within the school. Special attention is paid to each student's progress and extra individual lessons are included in a student's programme. All levels accepted.



Good morning listeners. Today we want to discuss the meaning of the words *British* and *Britain*.

The UK should be described as a 'community of communities', according to a controversial report. The study by the Commission on the Future of Multi-Ethnic Britain has been criticised for suggesting the word *British* has racial connotations. The report also says the UK Government should do more to improve race relations and end discrimination.

We asked several people what these words mean to them and here is what they said:

Speaker 1 - Richard

What I personally find offensive is the suggestion that the term *British* is something to be ashamed of. The simple fact is that if you were born in the British Isles, you're British regardless of which community you belong to.

Speaker 2 - Stephanie

Britain is a product of a shameful imperial past and deserves to fall into disuse. Moreover, Scotland and Wales would be better off if they were independent. It is no longer the case that countries are only economically and politically viable if they are big. Luxembourg, Ireland and The Netherlands are just three examples of thriving, dynamic economies and they can punch above their weight on the international scene due to membership of the E.U.

Speaker 3 - John

My grandparents are from four different countries: England, Scotland, Finland and Germany. I was born in England but I can hardly call myself English - I am British. If I am to be denied that identity by some faceless 'race' Commission with chips on their shoulders, then what other identity do I have?

Speaker 4 - Margaret

I was born in England, of parents who fled from Hitler in the thirties. I consider myself to be a British citizen as I was born and educated within the United Kingdom. I have enjoyed visiting Scotland, Wales and Ireland and meeting the people there. Each region has the right to a say in its own development but I think it would be a disaster if the United Kingdom disintegrated as a result of nationalist doctrines.

Speaker 5 - Paul

The word *British* may have racial connotations for some. However, what should be recognised is that the word is used every time by home and foreign media and tourists when they actually mean *English*. The majority of Scots and Welsh do recognise and accept multiculturalism. However, the English because of their lack of identity use the word *British* so that they do not miss out.

*/adapted from: 'Is Britain a nation?',
BBC News Online/*

4 Расположение событий или информации в определенном порядке (Sequencing)



Hello listeners. Today we will talk about the mega-star, Sinead O'Connor, who in January 1990 reached no. 1 in the British Singles Charts with the ballad *Nothing Compares 2U*. It was a major step in her career as a singer.

Born in Dublin in 1966 to middle-class parents, Sinead had an uneventful childhood. She disliked school and left it the moment her vocal talents were discovered when she sang at a teacher's wedding.

In 1985 she moved to London. Her real career started in 1987 when her single *Mandinka* reached no. 17 in the charts. This was quickly followed by a highly successful album entitled *The Lion and the Cobra*. It was even nominated for a Grammy Awards in the Best Female

Vocalist category. At the same time she gained a reputation for being controversial and outspoken. Her distinctive shaved head became something of a trademark.

Her second album *I do not want what I haven't got*, which included the hit *Nothing Compares 2U*, ensured her rise in status from pop figure to serious musician. The emotional video with the single affected the American public so deeply that a million copies of the record were sold in a month. The record became one of the fastest selling solo singles of all time.

In 1990 Sinead also made her acting debut in the film *Hush-A-Bye-Baby*. She also wrote, produced and performed all the music for the film.

During 1990 she also did a lot of touring and in October she sang at the Amnesty International Benefit Concert in Santiago, Chile, alongside Sting and *New Kids on the Block*.

*/adapted from: Rachel Brady,
'Nothing Compares to Sinead',
BBC English/*



Good afternoon, listeners. My name is Shazia Gallam. I have decided to prepare this series of talks on Indian cooking because I was fed up with all the complicated recipes for the simple everyday dishes I prepare so quickly and easily at home for my family. In fact, the key to any true Indian dish lies in making the basic sauce with onions and a seemingly endless variety of spice options. This is how to make it:

First prepare all the ingredients.

After you heat the butter or corn oil, fry the onions on a medium heat until well browned (about 7 minutes).

Next add the cumin, chopped fresh ginger and garlic and fry for a further minute.

Add the tomato puree.

After you have mixed all well, add all the other spices and the water and stir quickly. Add more water if necessary - it will prevent the spice from burning.

As soon as you notice that the sauce changed its colour to a rich red, reduce the heat. Then, cover and simmer for 5-10 minutes. Check the sauce frequently and stir to prevent sticking, adding extra water as required.

Finally, increase the heat to evaporate all the water.

Remember that the more you fry, the better the flavour - even the aroma and colour will improve. So spend extra time on cooking the onions well - the results will be worth it.

When you have the basic sauce ready, you can add literally anything to it, in any combination that you like.

During my next talk I will give you some of my tips and ideas on how to make truly traditional Indian breads which are the perfect complement to authentic Indian meals and are often served in place of rice. For now, good bye.

*/adapted from: Shazia Gallam,
The Simplicity of Indian Cooking/*



Mike: Good evening, this is Mike Wilson speaking. Could I talk to Peter, please?

Peter: Hi there, Mike. What's up?

M: Oh, I am dead tired. I got up at six.

P: At six? Why so early?

M: My mother is ill and I had to go to the baker's to buy some rolls for breakfast.

P: Poor thing! Don't let them use you so much! Did you have the history test?

M: Yes, but before that, when I was going to school I met Sue.

P: Hmm ... and? What did she say?

M: She seemed happy to see me so I asked her to go to the cinema with me.

P: Did she accept?

M: Yeah, we went to see *Shakespeare in Love* right after school.

P: Lucky you! She's really nice. And her big blue eyes ...

M: Wait a second! Why don't you leave Sue alone and look for your own girl.



We arrived in Spain for the first time a few weeks ago and I decided to buy a car because we had sold the one we had in England before leaving. Yesterday the sales office rang us to say the car was ready. I had tried the car a few days earlier, and I felt quite comfortable driving it, but as I was not yet used to driving in this city, my wife did not want me to collect it on my own so we went together to fetch it.

The formalities took ages, but in the end we paid for the car and signed the papers. They told us that there was enough petrol to take us to a garage, where we could fill up. The nearest garage to the office was about 100 yards away and we got there safely.

But when I turned into the main road I suddenly saw a lot of cars racing towards me. I got out of their way as fast as I could by backing into the garage once more and the man behind me shouted at me. 'It's such a problem to remember to drive on the right, isn't it?', my wife said. 'You'd be sorry if you had an accident on the first day, wouldn't you?' While we were talking, the man behind got out of his car and said in good English 'Would you mind telling me when you are thinking of leaving? Or are you going to sit in your car all day?'

*/adapted from: W. S. Fowler and Norman Coe,
Nelson English Language Tests/*



1. As soon as we arrived home, we called our parents.
2. When you get the results, fill in the application.
3. As soon as you leave the office, call your boss.
4. I read your copy of the book and then I bought one for myself.
5. Look! This is the man I told you about.
6. Before they ate all the biscuits, I had finished dinner.



1. As long as my mother is here we shouldn't talk about Sue.
2. As soon as she got out of bed the telephonic stopped ringing.
3. Once she had made sure no one was in the room, she turned round and left.
4. He slowly opened his eyes as she stood staring at him.
5. Immediately she saw the thief, she knew she had to call the police.
6. By the time the boss arrives, we will have accepted the proposal.
7. She had waited at the airport for five hours before finally learning that the plane was cancelled.



Here is some of information on building a house:

If you decide to build your own house rather than buy one already built, you must first select a lot, or piece of land. The next step is to consult an architect, who will design the house according to your ideas. The way a house is built depends on the style of house and on the kind of materials chosen. The architect may also supervise the actual construction of the house.

First, building workers begin digging holes or trenches for the footings, the lowest part of the foundation. The footings support each wall load. They are made by pouring concrete into wood or steel forms.

With the foundations ready, the builders start building basements, which are situated within the foundation below the first storey. Basements add to the cost of building a house, but they provide extra room. Next, outer walls may be made up of layers of bricks, or of a wooden frame.

The roof seals the top of the house. Some roofs are flat, but most are slanted. Now it is time to finish the house inside. Interior construction includes floors, walls, windows, and doors. Floors usually have coverings made of wood or tiles. Rooms are made by building inside walls called partitions.

Next electricians start working on installing electrical wiring, which provides lighting and furnishes outlets for lamps, washing machines, and other appliances.

During construction, plumbers install the pipes that will supply gas and water, and carry away waste. They install bathroom fixtures and sinks just before other workers add the finishing touches to the house.

Now you can paint the walls, bring in the furniture and the house is ready to move to.



Ladies and gentlemen, before we land at the Valletta airport, let me give you a few basic facts about the history of Malta. Malta is a region of great historical interest. Remains of late Stone Age and Bronze Age men have been found here. The Phoenicians colonised Malta in about 1000 BC. Temples, tombs, and other relics of the Phoenicians still stand. Next Malta was conquered by the Romans. According to tradition, Saint Paul

the Apostle was shipwrecked near Malta about AD 60 and converted the inhabitants to Christianity.

By the mid-ninth century, all of North Africa was under the spell of the forces of Islam and it was inevitable that Malta would also fall to this great new world power. In 870 it did. Like the Romans before them, the Arabs felt no need to ravage the island and indeed proved to be tolerant rulers.

Malta passed to the Norman kings of Sicily around 1090. Around 1520, the Holy Roman Emperor Charles V inherited the area and gave Malta to the Knights of the Order of Saint John. The knights wore the Maltese cross as their badge. In 1565 the Turks laid siege with great naval and military forces. Though heavily outnumbered, the Knights held out against the Muslims for months, and, finally, defeated them.

The French under Napoleon Bonaparte took Malta from the Knights in 1798, only to be driven out two years later by the British. Britain's control was not completely recognised until peace was made with France in 1815. Finally, in 1964, Malta became an independent country.

*(adapted from: Francis H. Herrick, 'Malta',
The World Book Encyclopedia)*



Alice: You look worried, Tom. What's happened?

Tom: I'm afraid I have lost my wallet.

A: Oh, that's too bad. Can you remember when you saw it last?

T: Well, in the morning I went shopping at the local supermarket. I paid for the goods and I clearly remember putting the wallet on top of the shopping trolley. I don't know what I did with it after that.

A: What did you do when you left the supermarket?

T: After I paid, I packed the goods into a cardboard box, then I carried it to the car and put it on the back seat. Then I drove to the drycleaner's to collect my winter coat. I parked in front of the drycleaner's and I got out of the car, but thinking it would take me only a minute I left the car unlocked.

A: It wasn't very wise of you, was it?

T: I know, but I hate locking and unlocking the car all the time. Besides, there was nobody around.

A: OK. What did you do then?

T: Well, at the drycleaner's they told me - as usual - that my coat wasn't ready. As I was walking back to the car I remembered that Maggie needed some peaches for the cakes she was making. So I walked across the road to the greengrocer's and picked some peaches and oranges. When I wanted to pay for the fruit, I couldn't find my wallet.

A: It seems there are two possibilities: you either left the wallet in the supermarket or somebody stole it from your car when you went to the cleaner's or the greengrocer's.

T: You're right. I hope it is waiting for me at the supermarket, if not ... Well, next time I will know better.



Ladies and gentlemen, before we listen to tonight's concert - Mozart's *Serenade in G major*, better known as *Eine kleine Nachtmusik* - let me give you a few biographical details about the composer. Wolfgang Amadeus Mozart was born in 1756, the son of a composer at the court of the Archbishop of Salzburg. While very young, he gave signs of great genius. From the time he was 6 years old, he played and composed brilliantly. Mozart and his talented older sister, Maria Anna, were taken by their father on concert tours to all the royal courts of Europe. Both children played the harpsichord, an instrument that preceded the piano. Mozart also played the organ and the violin. Audiences were amazed by the children's superb talent, and lavished presents and praise on them.

At the age of 12, Mozart composed his first opera. He started to write masses and symphonies in Salzburg the next year. Travels in Italy followed and Mozart was honoured there by the pope and several Italian cities.

His father had hoped that Mozart would become court composer for some rich nobleman. But none was willing, and, until 1781, when he could not bear it any longer, Mozart laboured in the service of the strict Archbishop of Salzburg. Next year, he married a singer, Constanze Weber. He had unsuccessfully courted her older sister, Aloisia, four years earlier. Mozart's family were almost always in debt. Mozart tried to pay his debts by making concert tours, but he only exhausted his strength.

When he was 35, the idea of death began to haunt him. At this time he started to write a mass for the dead, the *Requiem*. He composed much of it but his pupil had to complete it. Mozart was so poor when he died in 1791 that he was buried in a common, unmarked grave in Vienna.

Mozart composed his greatest masterpieces - the opera *Don Giovanni* and the Jupiter symphony - in 1788. One year earlier he published the masterpiece we are going to hear tonight, the graceful *Eine kleine Nachtmusik*.

*(adapted from: Percy M. Young, 'Mozart',
The World Book Encyclopedia)*

Часть I Устный экзамен

Общие замечания

1

Примерные ответы:

- 1 Sorry, I didn't catch that. Where did he live?
- 2 Are you asking if I've lost weight?
- 3 A pound of potatoes and ...?
- 4 Did you say *thirteen*?
- 5 What time did you say?
- 6 Would you like me to tell you what the film was about?
- 7 I'm sorry, which film do you want me to comment on?

2

Задание открытого типа

3

Примерные ответы:

- 1 Do you think it's easier to bring up children now than it was a hundred years ago?
- 2 Do you think people in Russia are interested in healthy eating?
- 3 Do you like watching soap operas?
- 4 Do you think that young people nowadays are more often involved in vandalism, hooliganism and mugging than in the past?
- 5 Do you agree that British football has always been among the best in Europe?
- 6 What's your opinion on the concept of the European Union?

4

Задание открытого типа

5

- 1 terrified/horrified/scared stiff
- 2 a screwdriver
- 3 sneered
- 4 a cover/a lid
- 5 conical in shape/was shaped like a cone
- 6 staggered
- 7 sour/bitter
- 8 unreliable
- 9 scarf
- 10 poisonous

6

Примерные ответы:

- 1 I think something is wrong with my knee/something happened to my knee – it's very big.
(вывихнуть – twist, sprain; опухнуть – swollen)
- 2 I wasn't quite satisfied when I ate .../ I expected something different.
(разочарован – disappointed)
- 3 The water tank/the container with water/the box with water in the bathroom is out of order – water is coming out of it.
(бачок toilet tank; течь leak)
- 4 I need this thing (жестом указывает на английскую булавку) to attach something ...
(английская булавка – safety pin)
- 5 My grandfathers fought ...
(предки – ancestors)
- 6 ... the snow sometimes never disappears.
(таять thaw)
- 7 I've just seen this animal with needles in the garden. It carries apples in stories for children, you know, it's active during the night.
(еж – hedgehog)
- 8 ... I have red spots on my body and I think I'm going to vomit.
(сыпь – rash; плохо себя чувствую – I feel sick.)
- 9 ... flour and the little black seeds that look like sand and come from a red flower ...
(мак – poppy seed)

- 10 ... when he fell off the thing that builders climb to get to high walls.
(стремянка – scaffolding)

7

- I wonder if you could possibly get up for a second? I think you're sitting on my gloves.
(1 наиболее вежливое) – b
Could you get up, please? You're sitting on my gloves.
(2 очень вежливое) – d
Get up, please!
(3 вежливое) – c
Get up for a sec!
(4 наименее вежливое) – a

8

Примерные ответы:

- 1
a Look, I need some help pushing the car to the side of the road. Can you help?
(a friend)
b Could you please help me push the car to the side of the road?
(a person you do not know of your age)
c I was wondering if you could help me push the car to the side of the road.
(someone you don't know, someone older than you)
- 2
a Be careful! What have you done?!
(your brother/sister)
b Well, it's not really your fault, I bumped into you. (a person you don't know well)
c Never mind. Don't worry about it. These trousers needed washing anyway.
(someone older whom you respect)
- 3
a Let's go to the theatre!
(a friend, a family member)
b How about going to the theatre tonight?
(a friend, a family member)
c I was wondering if you would like to go to the theatre tonight.
(someone you don't know well)
- 4
a Rubbish! People have always eaten meat and survived. (a close friend)
b I don't think so. People have always eaten meat and survived.
(a family member, someone of your age)
c I'm not sure I quite agree. People have always eaten meat and survived.
(someone you don't want to hurt, someone you respect)

5

- a Where have you been? I've been waiting for ages. (your friend)
- b You're a bit late. Has anything happened?
(your cousin)
- c Good to see you. I was beginning to worry about you. (your grandmother)

6

- a Can I use the phone? (a close friend)
- b Would you mind if I used the phone?
I promised to call my parents at 10 p.m.
(your friend's mother)
- c I was wondering if I could use your phone.
Mine is out of order and I'd like to call the fault telephone line. (a neighbour)

7

- a Sorry but I think it's my seat. (a friend)
- b Excuse me, are you sure you're sitting in the right seat? I've got the ticket for this one.
(a young person you don't know)
- c I hate to disturb you but I seem to have the ticket for this seat.
(a stranger older than you)

8

- a I'll open the window for a moment, OK?
(a group of your friends)
- b Is it OK if I open the window?
(a group of strangers of your age)
- c Would you mind if I opened the window for a moment? (an elderly man/woman)

9

- a Will you lend me/Can I borrow 'Harry ...'?
(a friend)
 - b Excuse me, I would like to borrow 'Harry ...'.
(a librarian)
 - c Would you mind if I borrowed 'Harry ...'?
(your friends' parents)
- 10
a I'll be late a bit, OK, so don't wait for me.
(your friends)
 - b Sorry Mum, but I might be a bit late if you don't mind. (your mum)
 - c I'm really sorry, but would it be all right if I came a bit late for the meeting? I have something important to attend to.
(somebody superior to you at work)

9

Пример описания фотографии:

The picture shows a sunny beach in the middle of the summer. There are people of different ages on the beach, all of them in bathing suits. In the foreground I can see a man lying on a white towel and reading a newspaper. There is another towel next to him so he may have come here with a friend or his family. On the left I can see a fishing boat and a man crouching next to it as if he is repairing something. He could be a fisherman preparing his nets before setting out to sea. In the middle of the picture, there is a woman with two boys walking into the water. The younger boy seems a bit reluctant to go further, which may mean that the water is cold or that he's slightly scared. The woman is probably the boys' mother, trying to encourage them to take a swim. In the background I can see some boats anchored in the bay and people swimming. The most striking sight in this photo is a pair of heavy and dirty walking boots in the very foreground. They seem to have been abandoned by their owner, who preferred lighter shoes on this hot summer day.

10

Задание открытого типа

Направляемый диалог Получение и сообщение информации

1 Как поздороваться и попрощаться

1

- 1c 2f 3d 4b 5e 6a

2

- 1 I'm .../My name is ...
- 2 I'm from .../I come from ...
- 3 I live in ...
- 4 I am a .../I work for ...
- 5 I'm interested in .../I am fond of ...
- 6 My family consists of ...

3

Примерные ответы:

- 1 Hi. This is my classmate, Hugh. He's interested in basketball and he's our school basketball team captain.
- 2 Ladies and gentlemen. Let me introduce professor Bruce Carter, a famous astronomer. He has recently discovered a new star.
- 3 Mum, Dad, I'd like you to meet my English teacher, Ms Scott. She taught me for four years. Ms Scott, meet my parents.
- 4 Hi, Mum. This is my friend, Sam. We are on our way to the cinema. Sam, meet my mother.
- 5 Pat, this is Jo, an old friend of mine. Jo, meet Pat, my friend from school.

4

Задание открытого типа

5

Примерные ответы:

- 1 Excuse me
- 2 Haven't we met before?
- 3 I'm Mike Turner.
- 4 Nice to meet you.
- 5 Nice weather, isn't it?
- 6 Yes, it's nice and sunny.
- 7 Why don't we meet some time?
- 8 Call me in the week.
- 9 It's been nice talking to you.
- 10 See you./Bye, bye.

6

Задание открытого типа

2 Как поддержать разговор**1**

Примерные ответы:

- 1 Sorry, I didn't catch what you said. Could you explain what you said, please?
- 2 I don't quite see what you mean. Could you give an example?
- 3 I'm not sure I understand. Could you explain that, please?
- 4 What does 'red tape' mean?
- 5 What do you mean by 'corrupt'? Could you explain that, please?
- 6 I don't quite seem to know what you mean. Could you explain what you have in mind?

2

Задание открытого типа

3

Задание открытого типа

3 Как запросить и получить информацию**1**

Примерные ответы:

- 1 Could you give me some information about flights to Paris on Tuesday?
- 2 Are there any sports facilities at your hotel?
- 3 Excuse me, when does the next train to Brighton leave?
- 4 Which bus should I take to get to the opera from here?
- 5 How long does it take to get there?
- 6 How much is petrol?
- 7 How many classes do you have per day?
- 8 Excuse me, where can I smoke here?

2

Задание открытого типа

3

Задание открытого типа

4

Задание открытого типа

5**a**

Примерные ответы:

- 1 Have you been to Britain/the UK before? How many times?
- 2 What is the purpose of your visit?
- 3 How long have you come for?/How long are you going to stay?
- 4 Where are you going to stay?/What is your planned accommodation?
- 5 Has anyone invited you? Who was it?
- 6 Who is paying for your stay? Do you have your own money?

b

Задание открытого типа

6

Задание открытого типа

4 Как дать указания**1**

Примерные ответы:

- 1 Could you explain how to operate the cash machine?
- 2 Excuse me, how do I buy Coke from this drinks dispenser?
- 3 Excuse me, how does this tape recorder work?
- 4 How do you open this door?
- 5 The tea you make is delicious. How do you make it?

2

Примерные ответы:

- 1 You press the 'eject' button, you take the old CD out of the tray and put in the new one, then press the 'close' button and 'play'.
- 2 You put the floppy disk into the right drive, go to File Manager, click on A or B drive, then click on 'copy' and follow the instructions on the screen.
- 3 You put the cassette into the cassette holder and when you want to record something just press the 'record' button, which is red.
- 4 You put two eggs into a bowl, add some salt and pepper, and mix it. In the meantime you heat some butter on a frying pan. Then you pour the egg mixture onto the pan and cook for a minute, stirring from time to time.
- 5 You just dial the city code and then the number you want, and then press the green button.

3

Задание открытого типа

5 Как дать совет**1**

Примерные ответы:

- 1 Oh, dear, it's so late. My train leaves in 30 minutes. What shall I do?
- 2 I'm getting fatter and fatter. What should I do?
- 3 The cashier at the supermarket wanted to cheat me. She counted some of the products twice. What would you do if you were in my position?
- 4 I have this terrible cough all the time. Do you have any idea what I should do?
- 5 I can't find a job. Could you give me some advice?
- 6 I would like to work for the European Council in the future. What should I do?

2

Примерные ответы:

- 1 You'd better inform the Russian embassy as soon as possible. They will help you to get a new one.
- 2 I think I can recommend pelmeni don't you try pelmeni? It's traditional.
- 3 I think you should take a train. It's more comfortable.
- 4 Why don't you do more exercise? It helps you to burn off calories.
- 5 You could listen to British television and radio. It improves your listening a lot.
- 6 If I were you, I'd look for a new job. You can't enjoy your job if the boss is horrible.

3

Задание открытого типа

6 Как показать дорогу**1**

Задание открытого типа

2

Задание открытого типа

3

Задание открытого типа

7 Как говорить по телефону**1**

1d 2e 3a 4c 5b

2

Примерные ответы:

- 1 (1) This is Mary Brown speaking.
 - (2) Speaking.
 - (3) I'm fine, thanks, and you?
 - (4) Would you like to come?
 - (5) See you.
- 2 (1) Can I speak to Sam Perkins, please?
 - (2) Would you like to leave a message?/Can I take a message?
 - (3) When will he be back?

3

Примерные ответы:

- 1 I'm afraid she's out at the moment./Hang on, I'll see if she's in.
- 2 Could you take a message?/Could I leave a message?
- 3 Yes, please. Tell him/her to .../No thanks. I'll call later.
- 4 In about an hour, I think.
- 5 I'd like to book/reserve a table for four people.

4

Задание открытого типа

Направляемый диалог
Сообщение о случившемся**1** Как сообщить о случившемся**1**

Рекомендуемая лексика: scruffy, trolley, basket, secretly, bar of chocolate, pay for, security guards, to search, confused, interrogate, crowd of people, explain, surprised, angry, embarrassed, glance shyly, ashamed, close to tears, apologise

2

Задание открытого типа

2 Как выразить предположение**1**

Примерные ответы:

- 1 He'll probably fail./He may not do very well./I wouldn't be surprised if he failed.
- 2 I'm sure he'll recover soon./He may have to stay in hospital for a few more weeks.
- 3 We're going to lose./I'm sure we'll lose.

2

Примерные ответы:

- 1 I suppose he was driving too fast./He might have been driving too fast.
- 2 I suppose he was in a hurry./He might have been in a hurry.
- 3 He has probably been trying to repair the car./He might have been working in the garage.

3

Примерные ответы:

- 1 Mike has got so unpleasant lately. (two friends talking about another friend)
- 2 Their train may have been delayed. (husband and wife talking about the guests who were supposed to come)
- 3 Susan lets her daughter smoke at home. (two friends at work talking about another friend's daughter)
- 4 Why won't they open the door? (guests talking about the neighbours they are visiting)

4

Задание открытого типа

3 Как выразить различные чувства

1

Примерные ответы:

- 1 I can't be true. But I admit that some eat their partners.
- 2 You must be joking. I watch it all the time and I'm perfectly all right.
- 3 What a surprise! I thought they would wait till they graduate.
- 4 Well, I'll be blown! How did you get selected?
- 5 You can't be serious. Children can't live without milk.
- 6 I can't believe it. You've always been really bad at maths.

2

Примерные ответы:

- 1 I couldn't believe it. Even when they were giving me the gold medal I thought I was dreaming.
- 2 I jumped up. This scream was the most horrible thing I had ever heard.
- 3 I didn't know what to say. I was totally confused. In the end I mumbled something like 'Nice to meet you' and ran away.
- 4 I was scared stiff. I couldn't breathe.
- 5 I got really scared because I had been in a thunderstorm in the mountains before and it wasn't pleasant.
- 6 I was shocked. I was certain that he was still living in Africa with his parents.
- 7 I was totally confused. I was sure I had been saving the file every now and then.

3

Задание открытого типа

4

- it **smells**: aromatic, sour, sweet, foul
 it **looks**: creamy, shiny, furry, silky, green, quiet, foul
 it **tastes**: sweet, sour, salty, spicy, hot, creamy, bitter, foul
 it **sounds**: loud, deafening
 it **feels**: cold, smooth, hot, furry, silky, rough, soft, foul

5

- 1 foul
- 2 deafening
- 3 hot
- 4 sour
- 5 green

6

Примерные ответы:

- 1 It is hot and spicy.
- 2 It is dark green, very shiny and elegant.
- 3 The sound is irritating, there is no harmony to it.
- 4 It is cold and smooth.
- 5 It smells fruity and spicy at the same time.
- 6 It is just sour.
- 7 It feels smooth and delicate, a very calming experience.
- 8 It is rough.
- 9 It is cold and sweet.
- 10 It sounds deafening.

7

Задание открытого типа

8

Задание открытого типа

4 Как описать предметы

1

Примерные ответы:

- 1 a bag of crisps
- 2 a bar of chocolate
- 3 a bottle of tomato juice/of mineral water/of Coke
- 4 a box of chocolates
- 5 a carton of yoghurt/of tomato juice
- 6 a glass of tomato juice/of mineral water
- 7 a jar of jam
- 8 a mug of tea
- 9 a packet of crisps/of tea

- 10 a pot of yoghurt
- 11 a tin of tomato juice/of Coke
- 12 a tube of toothpaste

2

Примерные ответы:

- 1 c, e, f, g, i
- 2 a, b, d, f, h
- 3 b, e, g, i

3

Примерные ответы:

- 1 oval
- 2 small and round
- 3 rectangular
- 4 round, a rugby ball is oval
- 5 round, egg-shaped, square
- 6 triangular, rectangular, round, square
- 7 rectangular with rounded corners and edges
- 8 round, oval, rectangular, square

4

Примерные ответы:

- 1 a table: wood, metal, plastic, glass
shelves: wood, metal, plastic, glass
an armchair: wood, metal, plastic, glass, cloth
- 2 a summer dress: cotton, silk
a winter coat: wool, leather, fur
a hat: leather, silk, straw
- 3 a wedding ring: gold
a bracelet: silver, leather
a necklace: gold, silver
- 4 a fork: metal, silver
- 5 a cup: china, glass
a box: paper, cork, metal, wood
a bottle: glass, china, metal

5

Задание открытого типа

5 Как описать местонахождение и различные здания

1

Задание открытого типа

2

Задание открытого типа

3

Задание открытого типа

4

Задание открытого типа

Направляемый диалог

Обсуждение

1 Выражение просьбы

1

Примерные ответы:

- 1 Agree: Certainly, I've had a very big breakfast today.
Refuse: I'm awfully sorry, but I haven't eaten anything today.
- 2 Agree: Not at all. Is it all right now?
Refuse: I'd love to but I'm already squeezed against the wall.
- 3 Agree: By all means. I've been thinking about doing this myself.
Refuse: I'd really like to help but I've strained my arm recently.
- 4 Agree: Sure, but you'll have to pump up the tyres.
Refuse: Sorry, I can't. I'll be using it myself.

2

Примерные ответы:

- 1 B: Sorry, I can't.
- 2 A: Do you think you could lend me your calculator?
- 3 B: Sure.
- 4 A: Do you mind if I put my bag on top of your suitcase?

3

Задание открытого типа

2 Как что-то предложить

1

Примерные ответы:

- 1 B: It's very kind of you but
- 2 A: Let me put this suitcase on the rack for you.
- 3 A: Shall I
B: No, thanks, I'm all right.
- 4 A: Would you like me to
B: Thanks a lot.

2

Примерные ответы:

- 1 You: Shall I lend you ten pounds?
Accept: Thanks a lot. I really need it.
Reject: Thank you very much, but I'll manage. I'll get some from the shop I work at at weekends.
- 2 You: Would you like me to buy some food for you?
Accept: That's very kind of you. All I need is some bread.
Reject: Thanks for offering but I'll be all right. My daughter is coming in the afternoon.
- 3 You: Do you think I could help you? Shall I give you a push?
Accept: That's very kind of you, thanks. But you'll get dirty.
Reject: It's very kind of you but I can do it myself. I just need to check the battery.
- 4 You: Let me open the door for you.
Accept: Thank you very much indeed.
Reject: It won't be necessary. I can do it myself.

3

Задание открытого типа

3 Как подать жалобу

1

Примерные ответы:

- 1 Excuse me, I bought this jacket yesterday in this shop and I've just discovered that it has a button missing.
- 2 Excuse me, we've been waiting for twenty minutes for you to take our order. Could you, please, do it now?
- 3 Excuse me, I have no hot water in my room. Could you ask someone to check it?
- 4 Look John, this book you gave back to me is all dirty and the first page is missing. Could you explain that?
- 5 Hello, Mrs Smith, this is Mandy Jones speaking. You see I can't get to sleep because of the noise at your place and I have to get up very early tomorrow. Could you ask your guests to be quieter?
- 6 Excuse me, could you take your hat off, please? I can't see the screen.

2

Задание открытого типа

3

Примерные ответы:

- 1 Accept: Never mind, it doesn't really matter because my sister hasn't come with me.
Reject: Well, what are we going to do about it then?

- 2
 Accept: That's OK, I don't mind, we were going to break up anyway.
 Reject: How dare you?! She means everything to me.
- 3
 Accept: It's OK, don't worry about it. I wasn't desperate to see it.
 Reject: What? How could you? I've been looking forward to this performance for weeks!
- 4
 Accept: It's nothing, forget it, it was very old anyway.
 Reject: And who's going to repair it now?
- 5
 Accept: That's OK. It's not your fault. I moved my glass.
 Reject: That's right. I expect you'll have it cleaned at your expense.

4 Как внести предложение и как планировать на будущее

- 1
 1b 2i 3g 4e 5c 6f 7a 8h 9d
- 2
 Примерные ответы:
 1
 A: How about going to the cinema together?
 B: It's a nice idea but I'm afraid we have other plans for tonight.
- 2
 A: Why don't we go to St. Petersburg in your car?
 B: That's a great idea.
- 3
 A: Would you like to come to my birthday party on Saturday?
 B: I'm afraid I can't. I have to go to my brother's wedding party.
- 4
 A: Are you very busy now? How about a cup of coffee?
 B: Well, I don't know. I don't know you ... Oh, all right then.
- 5
 A: I wonder if you would like to go on a trip to Novgorod with our class, Ms Stewart?
 B: Well, why not? When is it?
- 3
 Примерные ответы:
 1 Are you doing anything tonight?
 2 Yes, I am as a matter of fact.
 3 And what about Saturday night?
 4 I'm free on Saturday.
 5 How about going to a concert?
 6 That's a great idea.
 7 Why don't we go to a jazz concert? Modern Jazz Quartet are playing at the Aquarium.
 8 I'm afraid I don't like jazz very much.
 9 How about blues then? There's a concert at Moscow House of Music.
 10 Good idea.
 11 So let's meet at six in front of the theatre.
 12 OK.
 13 Would you like to go to a pub after the concert?
 14 I don't think so. I have to get up early on Sunday. I have a tennis lesson.
 15 That's all right, maybe some other time. See you on Saturday then.

4 Задание открытого типа

- 5
 Примерные ответы:
 1 Let's
 2 Shall we
 3 I'll
 4 Who will
 5 I'll
 6 Shall we
 7 Let's
 8 Who will
 9 I'll

6 Задание открытого типа

5 Как давать или получать разрешение

- 1
 Примерные ответы:
 1 Can I borrow your bike for Sunday afternoon?
 2 I wonder if it would be possible for me to leave a bit earlier tomorrow.
 3 Is it all right if I bring my dog along?
 4 Do you mind if I use your phone? Mine is out of order.
 5 Would you mind if I switched the TV on? I'd like to watch the news.
 6 Excuse me. May I sit here? All the other seats are taken.
 7 Would you mind if I borrowed your newspaper for a second? There's an interesting ad I'd like to read.
 8 Is it all right if I use a dictionary during the test?
 9 Do you mind if I have a party at home on Saturday?
 10 I wonder if it would be possible for me to go first. My train leaves in twenty minutes and I need cash to buy the ticket.

- 2
 Примерные ответы:
 1 I'm afraid not. Parking isn't allowed there.
 2 You must be joking! You know that's impossible.
 3 I suppose so, but I'd better ask the manager.
 4 Well, I would as a matter of fact.
 5 No, please don't. It's strictly forbidden.

- 3
 Примерные ответы:
 1
 Brother: Can I wear your jumper tonight?
 Sister: I'd rather you didn't. I need it myself.
 Brother: Can I use your shampoo then?
 Sister: OK, if you let me borrow your tie.
 2
 Mother: You mustn't eat with your fingers.
 Son: Why not? It's impossible to eat this chicken with a knife and fork.
 Mother: It is perfectly possible, all civilised people do it.
 3
 Man: Excuse me, may I sit here?
 Woman: I'm afraid not, this seat is taken.
 Man: Sorry, I didn't realise.
 Woman: That's OK, you weren't to know.

- 4
 Примерные ответы:
 1
 You: Excuse me, smoking is not allowed here. It's a non-smoking compartment.
 Smoker: I'm sorry. I didn't notice the sign.
 2
 You: I'm afraid you can't park here. This place is reserved for the disabled.
 Car owner: Oh, is it? I'll park somewhere else then.
 3
 Man: Look, you're not allowed to be so noisy at the cinema. You're disturbing other people.
 Girl: We're terribly sorry but the film is so amusing. We can't help laughing.
 4
 You: You mustn't do that. Dogs should not eat sweets.
 Sister: OK, but it was just a tiny bit.
 5
 You: You mustn't do that. They will feel offended.
 Friend: All right. I'll put on my best suit then.
 6
 You: Look, you mustn't jump on this sofa with your shoes on. They're dirty.
 Child: I'm sorry, but it's so great.

- 7
 You: I think you're not allowed to feed animals here. They can only eat some food.
 Visitor: I apologise. I didn't realise.
 8
 You: You mustn't read this. It's a personal letter.
 Brother: Forgive me, but I can't wait to hear from them.

- 5
 Примерные ответы:
 1
 Boy: Dad, could I use your aftershave?
 Father: I don't think that's a good idea. There is very little left.
 2
 Father: Peter, you mustn't watch television so late.
 Boy: Why, Dad? It's such a good film.
 Father: Go to bed at once!
 3
 Father: You mustn't play football in this suit. These are your best clothes.
 Boy: Can I play if I change my clothes?
 Father: Yes, but be careful, you broke a window last time.
 4
 Boy: Dad, can I go on holiday with my friends this year?
 Father: Where do you want to go?
 Boy: To the mountains. We're going to go climbing.
 Father: I'm afraid you're too young for that. But I'll think about it.
 5
 Boy: Dad, is it OK if I invite Tom to watch the match tonight?
 Father: Yes, of course.
- 6
 Father: You can't spend all your money in such a silly way.
 Boy: But I like sweets so much.
 Father: You shouldn't eat so many sweets. It's bad for your teeth.

6 Как высказать мнение

- 1
 Примерные ответы:
 1
 Agree: I totally agree. I think they are not experienced enough.
 Disagree: I can't agree with you there. Young people understand a lot more than politicians may think.
 2
 Agree: Yes, that's absolutely true. Every job requires some kind of responsibility.
 Disagree: I'm sorry but I can't agree with you. Some jobs are really dangerous and they may even damage your health.
 3
 Agree: Yes, grandpa. You are right. They don't appreciate the value of money their parents earn.
 Disagree: But grandpa, this is absolutely not true. Young people work too much and they don't have time to enjoy themselves at all.
 4
 Agree: That's exactly what I think. Just think of my brother!
 Disagree: You can't be serious! What makes you think that?
 5
 Agree: I couldn't agree more. People give away too much money on taxes.
 Disagree: Perhaps, but don't you think that taxes make the state cover its expenses?
 6
 Agree: Well ... yes, some of them do.
 Disagree: You must be joking. I never know if I manage to get somewhere on time or not.

2

Примерные ответы:

- 1 A: It seems to me that money has made contemporary sport absolutely corrupt.
- 2 B: I agree but don't you think that sport wouldn't exist if it wasn't sponsored?
- 3 A: I don't think so.
- 4 B: Well, on the other hand some sports events are organised to raise money for AIDS research or to help starving people in Africa.
- 5 A: But look at children in sport. In some disciplines you have to start serious training in nursery school. That destroys your childhood.
- 6 B: Perhaps but on the other hand, sport generally has a very positive influence on children's physical, social and emotional development.
- 7 A: That's true, but not about professional sport. Professional sport does a lot of harm to the child.
- 8 B: I couldn't agree more. Take gymnastics, where the champions are often young teenagers.
- 9 A: Absolutely. I generally think sport is a waste of money. Think, for instance, about how much professional footballers earn. It's appalling and ...
- 10 B: Just hold on, I think you're exaggerating again.

3

Задание открытого типа

7 Как говорить об интересах, предпочтениях, желаниях и намерениях

1

Задание открытого типа

2

Задание открытого типа

3

Примерные ответы:

- 1 I wish I had no homework to do. I'd like to go for a walk in the park.
- 2 I'd rather go home and watch TV. I'm going to leave.
- 3 I'm going to stay at home. I think I'll read a book.
- 4 I wish I knew someone here. I'd rather watch the match on TV.
- 5 I want to eat something. I'm going to buy something to eat in the shop downstairs.
- 6 I wish I was fitter and slimmer. I'll start going to the gym.

4

Примерные ответы:

- 1 Well, I'm not very keen on opera. But I like classical music. I'd like to go to a concert instead.
- 2 No, thanks, I don't drink beer. I prefer wine. I'd rather have a glass of Beaujolais.
- 3 Not really. I hate schools. I love food so I'm going to be a cook.
- 4 Oh, no. I can't stand horror films. But I really enjoy crime stories so we could watch a crime story.
- 5 Sorry, but football is so boring. Maybe tennis - I love watching good tennis.
- 6 I'm afraid I find science quite boring. I prefer art. There's an exhibition of modern painting in our museum.

Описание иллюстрации и презентация темы с обсуждением

1 Человек

Разминка

Задание открытого типа

Лексика

1

a

- | | |
|------------|--------------|
| 1 head | 12 knee |
| 2 ear | 13 hip |
| 3 beard | 14 breast |
| 4 shoulder | 15 arm |
| 5 elbow | 16 neck |
| 6 stomach | 17 lips |
| 7 finger | 18 cheek |
| 8 ankle | 19 forehead |
| 9 toe | 20 nose |
| 10 leg | 21 eye |
| 11 foot | 22 moustache |

b

- fair hair
long hair/legs/arms/nose
broad shoulders/chest
curly hair
thick eyebrows/eyelashes
straight hair/nose
blue eyes
slim legs
dark hair/complexion/skin
pale complexion/skin
grey hair
small nose/eyes/feet/legs/breasts
red hair

c и d

Задание открытого типа

2

a

- A
1 d (lazy - hard-working)
2 e (sociable - lonely)
3 g (ambitious - unambitious)
4 b (generous - mean)
5 f (polite - rude)
6 c (tolerant - intolerant)
7 a (brave - cowardly)

B

- 1 e (patient - impatient)
2 g (extrovert - shy)
3 d (cheerful - sad)
4 b (honest - dishonest)
5 c (reliable - unreliable)
6 a (calm - aggressive)
7 f (talkative - quiet)

b

Задание открытого типа

3

a

- P - happy, proud, cheerful, delighted, grateful, relaxed, excited, enthusiastic
N - angry, annoyed, sad, scared, hurt, bored, frustrated, anxious, upset, confused, shy, disappointed, jealous, tense, depressed, surprised

b

Задание открытого типа

4

- | | |
|---------------------|-------------|
| 1 cap | 11 jacket |
| 2 scarf | 12 pocket |
| 3 anorak | 13 belt |
| 4 buttons | 14 suit |
| 5 glove | 15 trousers |
| 6 jumper/sweatshirt | 16 shoe |
| 7 trainers | 17 hat |
| 8 sock | 18 shirt |
| 9 skirt | 19 collar |
| 10 tie | 20 glasses |

5

a и b

Задания открытого типа

Задания экзаменационного типа

Задания открытого типа

2 Дом

Разминка

Задание открытого типа

Лексика

1

a

- T - suburbs, housing estates, blocks of flats, traffic jams, rush hour, car parks, shopping centres, fumes
C - forests, open space, crops, wildlife, fields, footpaths

b

Задание открытого типа

2

1

Примерные ответы:

- church praying
supermarket shopping for food
petrol station - filling the car with petrol
pub drinking, enjoying oneself
castle - sightseeing
museum - watching works of art
cinema watching films
library - borrowing books
department store - shopping for clothes
hotel - spending a night
post office sending letters or parcels
restaurant - eating out

2 и 3

Задание открытого типа

3

Задание открытого типа

4

a

Примерные ответы:

- kitchen: cooker, washing machine, kettle, socket, freezer, oven, sink, mug, frying pan, dustbin
living room: bookshelf, sofa, socket, coffee table, cushion, carpet, hi-fi, curtains
bathroom: washing machine, socket, washbasin, towel, mirror
bedroom: chest of drawers, socket, wardrobe, alarm clock, pillow, carpet, curtains
study: bookshelf, desk, socket, printer, carpet, computer

b

Задание открытого типа

5

a

Задание открытого типа

b

Примерные ответы:

- A
I am calling about the ad. I am interested in renting a flat. But I would like to know how big the flat is?
Is it furnished?
Is the kitchen fitted? What facilities does it have?
What about the neighbourhood? Is it a quiet area?
Would I have a parking space in front of the house?
How about the rent? How much would I pay?
Should I leave a deposit or pay in advance for a few months?
B
I am calling about the room for rent. I would like to get some more information. Is it sunny and spacious?
What is the view from the window?
Is there a park nearby?
Does it have a balcony?
Would I have access to the kitchen?

Will I have a private bathroom?
Is the flat quiet? I am going to spend a lot of time learning and I need silence.
I think I will take the room but I would like to see it before. When can we meet?

6

- a**
- answerphone** takes messages when you don't answer the phone
 - food processor** grates, mixes, cuts the food
 - microwave oven** – warms up the food
 - hoover/vacuum cleaner** – cleans the house of dust
 - fridge** – helps to keep the food fresh
 - CD player** – plays music from CDs
 - cordless telephone** – enables you to talk on the phone from everywhere in your home
 - washing machine** washes your clothes
 - iron** irons your clothes
 - dishwasher** – washes the dishes
 - video recorder** records films and programmes you want to see from television
 - hair dryer** – dries your hair

7

- a**
- 1 f, h, j (make the bed/breakfast/a cup of tea)
 - 2 d, e, i (do the housework/
the washing-up/gardening)
 - 3 g (take a shower)
 - 4 b, c (rent a room/a flat)
 - 5 b, c (share a room/a flat)
 - 6 a (pay the rent)

b

Задание открытого типа

Задания экзаменационного типа

Задания открытого типа

3 Школа

Разминка

Задание открытого типа

Лексика

1

Задание открытого типа

2

- a**
- nursery school/playgroup, primary school, lower secondary school, upper secondary school, college, university

b

- Примерные ответы:
- a public school, boarding school
 - b boarding school
 - c co-educational school
 - d catholic school
 - e Вопрос открытого типа

3

a

- 1 picked up
- 2 pay
- 3 am taking
- 4 learn
- 5 passed, failed
- 6 study
- 7 attend
- 8 revise
- 9 graduate/have graduated
- 10 memorise

b

Задание открытого типа

4

a

- do: course in ..., research into ..., homework, a degree in ..., an experiment
- make: a break, an effort, notes, a mistake, progress
- take: a course in ..., a break, notes, an exam

b

Задание открытого типа

5

- 1 at, at
- 2 in
- 3 at
- 4 at, at
- 5 in
- 6 in

6

- Примерные ответы:
- 1 He took private lessons.
 - 2 I've got a certificate.
 - 3 Yes, they have to wear uniforms.
 - 4 Yes, he's got a degree in economics.
 - 5 I'm going to apply for a scholarship.
 - 6 Yes, he is really gifted.
 - 7 It is divided into two terms.
 - 8 Teachers have to keep discipline in the classroom.

7

- 1 graduate
- 2 tutor
- 3 classmate
- 4 lecturer
- 5 head teacher
- 6 pupil
- 7 student

Задания экзаменационного типа

Задания открытого типа

4 Работа

Разминка

Задание открытого типа

Лексика

1

a, b и c

Задания открытого типа

2

a

- A 1 b (apply for a job)
- 2 f (take a day off)
- 3 h (make a lot of money)
- 4 d (do business)
- 5 a, c, e (work part-time/overtime/full time)
- 6 b, g (look for a job/work)
- 7 g (go to work)

B

- 1 e (gain experience)
- 2 b (go into business)
- 3 a, b, h (do shift work/business/manual work)
- 4 c (go on strike)
- 5 g (take leave)
- 6 d, f (make a living/a profit)
- 7 d (earn a living)

b

Задание открытого типа

3

- 1 get a pay rise
- 2 have regular income/a sick pay/a nine-to-five job
- 3 work flexi time
- 4 work at an assembly line
- 5 work as a head hunter/a managing director
- 6 pay income tax

- 1 They get a pay rise.
- 2 The managing director.
- 3 They work at an assembly line.
- 4 We have to pay income tax.
- 5 They get sick pay.
- 6 They work flexi time.
- 7 A head hunter.

4

1

- be fired** – be forced to leave a job
- be dismissed** – be removed from a job
- be made redundant** – be removed from a job because the position is no longer needed
- to retire** – to stop working at the end of your working life
- to get the sack** – to be forced to leave a job (coll.)

2

- temporary job** – lasting only for some time, e.g. a holiday job
- permanent job** – a job that you do or want to do for a long time
- part-time job** – working regularly for a part of the usual working time, e.g. in Russia four hours a day
- full-time job** – working regularly for the usual working time, e.g. in Russia eight hours a day
- pension** – money paid regularly by the government or a company to somebody who is officially considered too old or too ill to work
- salary** – money you receive from the organisation you work for, usually paid once a month

- wage/wages** – money you earn that is paid according to the number of hours, days or weeks that you work
- income** – money you earn from your work or receive from your investments
- profit** – money that you gain by selling things or doing business

4

- skilled worker** – worker who has training and experience needed to do their job well
- unskilled worker** – worker who has no special training for a particular kind of job

5

- employee** – someone who is paid to work for someone else
- employer** – a person, company, organisation that employs people (pays them to work for them)

6

- boss** – someone who is in charge of people and tells them what to do
- manager** – someone who controls a business (bank, shop, hotel etc)
- chef** – the most important cook in a restaurant
- chief** – a leader especially of a tribe

5

Задание открытого типа

Задания экзаменационного типа

Задания открытого типа

5 Личная и общественная жизнь

Разминка

Задание открытого типа

Лексика

1

- | | |
|-----------------|------------------|
| 1 grandmother | 6 father-in-law |
| 2 sister-in-law | 7 mother-in-law |
| 3 aunt | 8 brother |
| 4 uncle | 9 brother-in-law |
| 5 cousins | 10 wife |

2

- Примерные объяснения слов и выражений:
- 1 **maiden name** – the family name a woman had before she got married
 - 2 **an only child** – a child that has no brothers or sisters
 - siblings** – brothers or sisters
 - 3 **steady boyfriend/girlfriend** – the person you have been going out with for quite a long time and who you treat as a potential partner
 - 4 **step mother** – your father's wife, not your mother
 - 5 **single parent** – a person who is single and brings up a child/children on their own

3

- а**
infancy: be a baby, wear nappies
childhood: go to summer camps, go to kindergarten
adolescence: be a teenager, go to summer camps, fall in love
youth: be a bride/a bridegroom, propose to somebody, go out with/date someone, be single, get pregnant, go on a honeymoon, get engaged, be grown-up/an adult, fall in love, have a wedding
adulthood: be single, be a parent, be grown-up/an adult, divorce, adopt a child, bring up children, have a career
middle age: have grandchildren, be a widow/a widower
old age: retire, have grandchildren, be a widow/a widower, be buried (funeral)

б
 Задание открытого типа

4

а и б
 Задание открытого типа

5

- Примерные ответы:
 1 colleague, workmate, partner
 2 lover, friend, partner, school friend, girlfriend
 3 roommate, partner, housemate
 4 colleague, acquaintance, neighbour
 5 classmate
 6 relative, relation

6

а
 Задание открытого типа

б
 British: gardening, collecting things, bird-watching, DIY, hiking

7

а
 Задание открытого типа

- б**
 1 Christmas, Easter
 2 Вопрос открытого типа
 3 Day of Russia - commemorates the day when the Russian Federation became a separate state in 1990.
 Victory Day - the victory over the fascist Germany in 1945.
 National Unity Day - commemorates the victory over the Polish invaders in 17th century.
 4 Вопрос открытого типа

Задания экзаменационного типа

Задания открытого типа

6 Еда

Разминка

Задание открытого типа

Лексика

1

Задание открытого типа

2

- а**
fruit: strawberries, pineapple; other: banana, apple, cherries etc
vegetables: carrot, leek; other: tomato, horse radish etc
dairy products: milk, cream; other: yoghurt, cheese etc
meat: pork, lamb; other: veal, chicken etc
herbs and spices: basil, curry; other: pepper, oregano etc
б
 Russia: carrot, strawberries, leek, pineapple, tropics

3

- а**
 Задание открытого типа
б
British: bacon and eggs, roast turkey, baked potatoes, chips, potato crisps
American: tomato ketchup, apple pie, a hamburger, roast turkey, potato crisps

4

- а**
starters: prawn cocktail, mushroom soup, potato salad
main courses: roast beef with new potatoes and green salad, fried cod with roast potatoes and coleslaw, grilled steak with broccoli and tomato salad, chicken curry, vegetable risotto, spaghetti bolognese, pizza Quattro Stagioni, baked salmon with boiled vegetables
desserts: cheesecake, fruit salad, chocolate cake, lemon sorbet

- 1 mushroom soup, potato salad, vegetable risotto, cheesecake, fruit salad, chocolate cake, lemon sorbet
 2 prawn cocktail, fruit salad, lemon sorbet
 3 prawn cocktail, mushroom soup, fried cod with roast potatoes and coleslaw, vegetable risotto, baked salmon with boiled vegetables, fruit salad

4, 5 и 6
 Вопросы открытого типа

б
 Примерные ответы:

А
 Could we have a table for two by the window?
 Could you bring us the menu?
 What would you recommend?
 For the main course we would like to have: a baked salmon, for me, and a grilled chicken for my friend.
 Is your chicken delicious?
 My salmon is a bit dry but baked potatoes are superb.
 Do you feel like having a dessert?
 I think I will have coffee. What about you?
 What would you like to drink?

В
 Excuse me, this soup is cold. Could you bring me another one?
 Could you please turn off, or at least turn down the music? It is so loud in here we cannot talk.
 Do you remember I ordered two glasses of wine?
 I am afraid I would like to speak to the manager.

5

- а**
onions - chop, peel, fry
potatoes - peel, boil, grill, bake, grate
carrots - peel, boil, grate
eggs - fry, boil
cheese - grate, slice
mushrooms - fry, stew
meat - chop, fry, grill, roast, stew
fish - fry, grill, roast
bread - bake, slice

б
 Задание открытого типа

Задания экзаменационного типа

Задания открытого типа

7 Покупки и услуги

Разминка

Задание открытого типа

1

- а и б**
chemists's/pharmacy: aspirin, deodorant, suntan lotion; other: painkillers, cosmetics etc
greengrocer's: chives, apricots; other: pears, leek etc

stationery shop: notebook, pencil; other: pen, marker etc
shoeshop: sandals; other: boots, slippers etc

grocer's: sugar, flour; other: ketchup, salt and pepper etc

boutique: dress, scarf; other: shirt, skirt etc
butcher's: lamb, chicken; other: veal, mutton etc

fishmonger's: cod, herring; other: salmon, plaice etc

DIY shop: hammer, wellingtons, wallpaper; other: nails, pliers etc

bookshop: English-Russian dictionary, map; other: novel, encyclopaedia etc

toyshop: Lego blocks, teddy bear; other: doll, ball etc

newsagent's: stamps, newspaper; other: magazine, envelope etc

baker's: bread; other: rolls, cake etc

florist's: flower pot, roses; other: carnations, soil etc

2

а
 Примерные ответы:
department store: trousers, perfume, shoes, necklace, blanket

supermarket: sugar, coffee, washing powder, salmon

corner shop: bread, milk, yoghurt, toilet paper

shopping centre: jacket, suitcase, CD, book, toy

street market: apples, cakes, apple cider, cucumbers, potatoes

б
 Задание открытого типа

3

а
 Примерные ответы:
airport: you go there when you want to travel by plane

bank: a place where you can safely keep your money

dry cleaner's: they wash your clothes which cannot be cleaned with water

travel agency: they help you plan and organise your holidays

hairdresser's: a place you go to when you want to trim your hair

beautician: one who gives beauty treatment

fitness club: a place where you can take physical exercises

restaurant: a place to go for a meal with friends

language school: they can teach you a foreign language

job centre: you can go there for help and advice when you are looking for a job

library: a place where you can borrow a book you want to read

real estate agency: they help you buy or sell a house or a flat

insurance company: they can cover your expenses in case of an accident

hotel: a place you can stay overnight when away from home

post office: you can mail your letters and parcels there

police station: a place you go to when you were robbed

embassy: a place where you can obtain a visa when going to a foreign country

- б**
 а embassy
 б beautician's
 с real estate agency
 d travel agency
 e insurance company
 f police station
 g post office
 h embassy

с
 Задание открытого типа

4

а

Примерные ответы (во многих случаях возможны несколько вариантов):

- 1 travel agency, department store
- 2 boutique, shopping centre
- 3 supermarket, street market
- 4 corner shop, baker's
- 5 plane
- 6 airport, embassy
- 7 airport
- 8 police station
- 9 airport, travel agency
- 10 hotel, travel agency
- 11 insurance company
- 12 hotel
- 13 restaurant, hairdresser's
- 14 post office
- 15 hairdresser's
- 16 bank
- 17 restaurant, shopping centre
- 18 beautician's
- 19 fitness club, beautician
- 20 insurance company

б

Задание открытого типа

5

Примерные ответы:

- 1 boutique, florist's
- 2 department store
- 3 greengrocer's, street market
- 4 shoeshop
- 5 chemist's/pharmacy
- 6 restaurant
- 7 stationery shop
- 8 DIY shop, supermarket
- 9 bank
- 10 hotel
- 11 restaurant
- 12 dry cleaner's

6

Примерные ответы:

А

Do you have these trousers in size ... (38)?
They are too long for me.
Could you shorten them for an additional fee?
Where can I try them on?
Where is the cash desk?
Here is the money. Could I get one more bag?
This one has a hole in it.

В

I bought a black T-shirt in here a week ago.
It cost 30 pounds.
After washing it turned grey and shrank two sizes.
Here is the bill.
I would like to return it and get the cash back.

Задания экзаменационного типа

Задания открытого типа

8 Путешествия и туризм

Разминка

Задание открытого типа

Лексика

1

а

in the country, in the mountains, in a forest, at the seaside, at sea, by the sea, on a river, on a lake, by a lake

б и с

Примерные ответы:

- in the country: cycling + milking cows, horse riding, harvesting
- in the mountains: climbing, hang-gliding + hiking, skiing
- in a forest: picking mushrooms + picking berries, walking
- at the seaside/by the sea: diving + swimming, sunbathing
- at sea: diving + sailing
- on a river: canoeing + rowing, white water

rafting

on a lake: fishing, water skiing

by a lake: camping, making bonfires

2

sailing: a swimsuit, a yacht, shorts, sun cream, a compass

windsurfing: a swimsuit, a surfing board

sightseeing: a phrase book, a camera, a guidebook

hiking: a backpack, shorts, sun cream, a sleeping bag, walking boots, a compass

eating out: a good food guide, a smart dress/suit

camping: a tent, a sleeping bag

sunbathing: an umbrella, a swimsuit, sun cream, a sun hat, a novel

water skiing: a swimsuit, sun cream, water skis

hitchhiking: a backpack, a sleeping bag, a road map

package tour: a backpack, shorts, a camera, a train timetable, a sleeping bag, a guidebook, a road map, a compass

3

1

Примерные ответы:

campsites – you can camp in your own tent there; they provide toilets, showers and cooking facilities

self-catering cottages or flats – you can rent them and you have to cook and clean yourself

hotels – provide you with a room to sleep in, usually with a private bathroom, a restaurant where you can eat all the meals and there are some other facilities (bar, swimming pool, sauna, fitness club etc)

bed & breakfast – a family house which offers rooms for rent with breakfast provided

youth hostels – offer cheap accommodation in large rooms (usually more than 4 people sleep in one room); you have to have your own sleeping bag; cooking facilities are provided

holiday camps – organised stays for young people; usually in tents or huts, away from civilisation

guesthouses – small family hotels with a more informal atmosphere

caravans – large vehicles equipped with beds, cupboards, cooking facilities, water which are pulled by cars; you can use them for camping if you want something more comfortable than a tent

2 и 3 Вопросы открытого типа

б

А

I would like to book a double room with a bathroom for the coming weekend.

Is breakfast included?

What is the view from the windows? Do the windows overlook a street or a lake?

Are there any cooking facilities?

What time do we have to check in?

How to get to the hotel from the train station?

В

Is my room ready?

I would like to ask for a wake-up call at 7:30 tomorrow morning.

Where can I have dinner? What time do you serve breakfast in the morning?

By what time do I have to check out on Sunday?

Where is the nearest tourist information?

4

а и б

Задания открытого типа

5

а

train: platform, brakes, sleeping car, buffet car, compartment, ticket inspector, left luggage, non-smoking car, window seat, aisle seat

car: steering wheel, brakes, parking lot, seat belt, speed limit, garage, overtake, petrol station

plane: departure lounge, flight, runway, check-in desk, crew, land, seat belt, stewardess, take off, pilot, captain, airport, terminal, air-traffic control, duty-free shop, hand luggage, window seat, aisle seat, life jacket

ship: harbour, deck, crew, cruise, captain, cabin, disembark, duty-free shop, life jacket

б

А

Could I have a return ticket to Paris with a reserved seat, in a non-smoking compartment? Do you offer reductions to students? Is there a buffet car on a train?

В

Excuse me, could you tell me where the ticket office is? I would like to leave my luggage and go sightseeing. Where can I find the left luggage room? Is the waiting room nearby? How to get to platform 5? Which platform do the trains from Oxford arrive at?

С

I am waiting for a train from Edinburgh. What time does it arrive? Is it going to arrive on time or is it likely to be delayed?

Д

Excuse me, could you help me fasten my seat belt? Where can I find my life jacket? How long is the flight to Amsterdam? When can we get anything to drink or to eat? Do I need to turn off my mobile phone? May I use it during the flight?

Е

Excuse me, where can I find the check-in desk for a flight to New York? How much luggage can I have? How many pieces of hand luggage can I take on board? How big is the excess luggage fee? Are there any newsstands in the departure lounge? I am carrying a paper cutter as a souvenir. Will there be a problem at the security check or will I have to take it out?

Ф

What time does the plane from Madrid arrive? How long do the passport and security control usually take? Is there a café or a restaurant in the arrival lounge?

с

Примерные ответы:

by coach: driver, bus terminal, coach station

by bike: pedals, to ride a bike, a wheel, to change a tyre, to pump up the tyres

on foot: walking boots, walking, running, trainers

hitchhiking: to thumb a lift, to hitch a lift, lorry, motorway

6

а

1 а, с, d, f

(take a train/a bus/a plane/a taxi)

2 а, с, d, f

(catch a train/a bus/a plane/a taxi)

3 а, с, d, e

(get on a train/a bus/a plane/a bike)

4 а, с, d, e

(get off a train/a bus/a plane/a bike)

5 б, f

(get into a car/a taxi)

6 б, f

(get out of a car/a taxi)

7 а, с, d

(miss a train/a bus/a plane)

б

Примерные ответы:

1 car, bicycle

2 train, plane, bus

3 plane

4 passenger, driver

5 car, bus, bicycle

6 train

7 car

8 train, car, bus

9 car, ship

с

Задание открытого типа

Задания экзаменационного типа

Задания открытого типа

9 Культура

Разминка

Задание открытого типа

Лексика

1

literature:

- a horror, novel, chapter, poetry, science-fiction, drama
- b playwright, poet, novelist

television:

- a quiz show, news, broadcast programme, commercial, soap opera, channel, cartoon, dubbing, documentary, chat show, remote control, satellite dish, comedy
- b announcer, director, cameraman, comedian, reporter

music:

- a concert, opera, ballet, band, choir, record, CD, headphones
- b composer, conductor, songwriter, violinist

fine arts:

- a exhibition, painting, sculpture, statue
- b painter, sculptor

cinema:

- a horror, cast, cartoon, dubbing
- b director, scriptwriter

newspapers & magazines:

- a broadsheets, weekly, review, tabloids, headline, sports column
- b journalist, reporter

theatre:

- a performance, opera, ballet, cast, drama, stage, costumes
- b director, comedian

с

Задание открытого типа

2

- 1 I switch/turn it on.
- 2 I turn it down.
- 3 I turn the volume up.
- 4 I switch/turn over to another channel.
- 5 I switch/turn the TV off.

3

а и б

Задания открытого типа

4

а

- 1 a, c, d
(act in a performance/a film/a play)
- 2 a, c, d
(direct a performance/a film/a play)
- 3 b, g, h
(publish a biography/a short story/
the second edition)
- 4 f (compose a piece of music)
- 5 a, c, d
(produce a performance/a film/a play)
- 6 b, d, e, g
(write a biography/a play/a review/a short
story)

б

Примерные ответы:
Keanu Reeves has acted in many films.
Steven Spielberg directed *Jurassic Park* and *The Raiders of the Lost Ark*.
Andrey Petrov composed the music most Ryzanov's films.
Fazil Iskander wrote a lot of interesting books.
Magazine 'Vokrug sveta' regularly publishes articles about lifestyle of different peoples.

Задания экзаменационного типа

Задания открытого типа

10 Спорт

Разминка

Задание открытого типа

Лексика

1

а

- go: climbing, swimming, skating, sailing, horse riding, skiing, cycling, water skiing, snorkelling
- play: chess, table tennis, tennis, bridge, football, hockey, baseball, golf, basketball, rugby
- не сочетаются: body building, weightlifting, car racing, boxing

б

1-5

Вопросы открытого типа

6

- There may be no winner in: climbing, swimming, sailing, body building, horse riding, skiing, cycling.
- You win if you score more goals or points in: table tennis, tennis, bridge, football, hockey, boxing, basketball.
- You win if you are faster in: car racing, cycling, swimming, sailing, horse riding, skiing.
- You win if your partner has no move in: chess.

7

PEOPLE

- referee - football, basketball, hockey, boxing, tennis, table tennis
- goalkeeper - football, hockey
- driver - car racing
- striker - football
- captain - football, basketball, hockey
- team - football, basketball, hockey

PLACES

- gym - body building
- ice rink - hockey
- pool - swimming
- track - horse riding, car racing, cycling
- pitch - football
- court - tennis

с

- 1 football
- 2 football
- 3 tennis, table tennis
- 4 basketball
- 5 boxing
- 6 baseball, basketball
- 7 weightlifting
- 8 basketball, rugby
- 9 football
- 10 basketball, baseball, football
- 11 car racing, horse riding, cycling
- 12 football, basketball, rugby, hockey

2

а

- 1 hockey
- 2 climbing
- 3 tennis
- 4 water skiing
- 5 baseball
- 6 diving, snorkelling

б

Задание открытого типа

3

Задание открытого типа

4

а

- golf: game
- tennis: match, game, tournament, cup
- horse: race
- football: match, game, championship
- world: cup, championship
- chess: game, tournament, competition

б

- 1 Irina Rodnina
- 2 a special additional play to establish a winner which follows the regular game ended in a tie

3 Italy

4 Two 15 minute extra play time, when it does not establish the winner there is a rule of golden goal who first strikes a goal wins (penalty kicks)

5 Juan-Carlos Ferrero at the end of 2003

6 Lev Jashin
e.g. Russian 2006 winter Olympic Games champions are Evgeny Dementiev, Svetlana Ishmuratova, Svetlana Zhurova, Tatiana Tolmianina and Maxim Marinin; 2004 summer Olympics - Alina Kabaeva, Aleksii Tischenko, Elena Slesarenko, Natalia Sadova, Dmitry Berestov, Olga Slusareva, Elena Isinbaeva, etc.

7 Carl Lewis

8 cycling, weightlifting

5

а

Примерные ответы:

whitewater rafting - danger of being driven by strong currents, rapids, crashing on the rocks

rock climbing - danger of falling off from a wall

bungee jumping - risk of heart attack, losing consciousness

hang-gliding - danger of falling from high altitudes

snowboarding - danger of losing control due to high speed, risk of bone breaking

skateboarding - risk of losing a balance and fall

surfing - risk of drowning

freestyle skiing - loss of balance

sea kayaking - high waves, risk of drowning

jet skiing - very high speed which may result in the loss of consciousness, heavy fall

zorb - piercing of the protective air cushion, losing control and bumping into something with a great speed, losing consciousness

absailing - risk of high altitude fall, heart attack

б

Задание открытого типа

6

а и б

Задания открытого типа

Задания экзаменационного типа

Задания открытого типа

Задания открытого типа

11 Здоровье

Разминка

Задание открытого типа

Лексика

1

а

Задание открытого типа

б

Примерные ответы:

flu:

Causes: virus
Prevention: vitamin C, avoiding contact with infected people, vaccination

AIDS:

Causes: HIV (transmitted with blood or through sexual contact)
Prevention: using disposable needles and syringes, avoiding accidental sexual contact, using condoms

a stroke:

Causes: high blood pressure
Prevention: avoiding stress, controlling blood pressure

cancer:

Causes: exposure to radioactivity, too much exposure to the sun, smoking
Prevention: avoiding potential causes

alcoholism:

Causes: stress, depression, group pressure

Prevention: refraining from drinking regularly

asthma:

Causes: allergy

Prevention:

depression:

Causes: stress, overworking, personal tragedy

Prevention: physical exercise, movement in fresh air, having a lot of good friends and a loving family

pneumonia:

Causes: bacterium, virus, lying in bed for a long time

Prevention: healthy lifestyle, healthy eating

a heart attack:

Causes: stress, overworking, eating a lot of fatty food

Prevention: relaxed and healthy lifestyle

a cold:

Causes: getting wet and cold, wearing inappropriate clothes

Prevention: wearing clothes suitable for the weather

rheumatism:

Causes: working or living in a damp place

Prevention: avoiding cold, damp places

hay fever:

Causes: contact with pollen

Prevention: avoiding contact with pollen, vaccination

с

Примерные ответы:

flu I have a headache. I feel dizzy.

I'm sneezing. I've got fever. I've got a sore throat.

AIDS I'm losing weight.

a stroke – I have very high blood pressure. I lost consciousness.

cancer – I'm losing weight. I've lost my appetite.

alcoholism – I've got hallucinations. I feel dizzy. I lost consciousness.

asthma I've got difficulties in breathing. I feel breathless.

depression – I feel anxious. I've lost my appetite.

pneumonia – I've got chest pains. I've got a cough. I've got difficulties in breathing. I've got fever.

a heart attack – I've got chest pains. I lost consciousness.

a cold – I have a headache. I'm sneezing. I've got fever. I've got a sore throat.

rheumatism I've got painful joints.

hay fever – I'm sneezing.

d

Примерные ответы:

anorexia – loss of weight, depression, lack of interest in the world, frequent infections

peptic ulcer stomachache, bleeding

appendicitis pain in the bottom right side of the belly, fever, vomiting

2

a

Problem	Symptoms	Treatment
allergy	rash running nose	acupuncture
a broken arm	pain	bandage plaster pain killer
sunburn	red skin pain	ointment
migraine	headache sickness	aspirin rest acupuncture
food poisoning	stomachache sickness	mint tea antibiotics
a cut	pain	bandage
appendicitis	pain	surgery
a burn/a scald	red skin pain	ointment bandage cold water

b

Примерные ответы:

flu – aspirin, vitamin C

AIDS – antibiotics

a stroke – rest

cancer – pain killer

alcoholism – acupuncture

asthma – acupuncture

depression – acupuncture, rest

pneumonia – antibiotics

a heart attack – rest

a cold – aspirin, vitamin C

rheumatism – pain killer, massage

hay fever – acupuncture

3

- 1 h (poor health)
- 2 a/d (infectious disease)
- 3 g (sore throat)
- 4 f (blood pressure)
- 5 b (lung cancer)
- 6 c (unhealthy lifestyle)
- 7 j (mental illness)
- 8 i (nervous breakdown)
- 9 a/d (fatal disease)
- 10 e (health insurance)

4

1g 2j 3i 4a 5h 6c 7d 8e 9/10 b/f

a GP: take your pulse, listen to your chest, take your blood pressure, examine you, prescribe medicines

a nurse: take your temperature, take your pulse, take your blood pressure, vaccinate you against a disease, X-ray your arm

a surgeon: operate on you, put your arm in plaster

a dentist: take out your tooth, fill your tooth

5

1c 2h 3e 4g 5a 6b 7f 8d

6

Задание открытого типа

Задания экзаменационного типа

Задания открытого типа

12 Наука и техника

Разминка

Задание открытого типа

Лексика

1

a и b

Задания открытого типа

2

Задания открытого типа

3

a

letter, telephone, television, answerphone, cordless/wireless telephone, fax, the Internet, mobile phone, e-mail

b

Задание открытого типа

4

food processor – grates, mixes, cuts the food

microwave oven – warms up the food

vacuum cleaner – cleans the house of dust

washing machine – washes your clothes

dishwasher – washes the dishes

DVD player – projects the films

iron – irons your clothes

digital camera – takes pictures of very high quality

word-processor – enables you to write and correct texts

printer – prints out texts you have written

VCR (video recorder) – records films and programmes you want to see from television

tape recorder – records and plays music, people, radio and TV programmes

fridge – helps to keep the food fresh

CD player – plays music from CDs

photocopier – copies text and photos

electric kettle – helps to boil water using electricity

coffee maker – helps prepare espresso

camcorder – helps record your life with it

1–3 Вопросы открытого типа

4

Задание открытого типа

food processor – people grated vegetables and mixed shakes and cakes by hand, using a grater, a whisk etc.

photocopier – people used to rewrite documents, in more recent times using carbon paper

fridge – people used to dig deep holes in the ground where food was kept, they also used cellars

5

a

- 1 scissors
- 2 an electric drill
- 3 a hammer and a nail
- 4 a saw
- 5 a bottle opener/a corkscrew
- 6 a brush and paint

b

Задание открытого типа

6

Примерные ответы:

1 he was trying to start the car.
2 repair a car or a machine that has broken down.

3 produces electricity.

4 use the computers so the bank closed.

5 they can get electrocuted.

6 won't work.

7

genetic engineering – manipulation of genetic material in order to alter the hereditary traits of a cell

Information Technology – technology of collecting, storage and retrieval of information, esp. in the computer systems

transplantology – the science of transferring tissues from one part of the body to another or organs from one person (or animal) to another

nuclear engineering – engineering on the level of the atomic nuclei

astrophysics – the branch of astronomy dealing with the physical properties of celestial bodies

nanotechnology – technology on the scale of nanometres

Задания экзаменационного типа

Задания открытого типа

13 Природа

Разминка

Задание открытого типа

Лексика

1

a

The world of animals: camel, fur, oxygen, cage, elephant, nest, whale, dolphin, bear, tail, intelligence, pet, cattle

The world of plants: oxygen, bush, root, peach, carrot, grass, potato, rainforest, forest, tulip, leaves

Environments: beach, oxygen, grass, volcano, hill, lake, ocean, rainforest, forest, valley, desert, stream, coast, mountain ridge, peak

b

eagle, whale, dolphin (+ e.g. gorilla, koala bear, panda etc)

c

vegetables: carrot, potato (+ e.g. onion, leek, beetroot, cabbage etc)

fruit: peach (+ e.g. pear, plum, orange etc)

d

Задание открытого типа

2

a

temperature: boiling, hot, chilly, cold, freezing
wind: storm, hurricane, breeze
rain: drizzle, storm, shower, clouds, downpour, sleet
other: sun, ice, thunder, fog, snow, humid

б
Прилагательные: boiling, hot, chilly, cold, freezing, humid
Существительные: sun, ice, drizzle, storm, hurricane, shower, thunder, clouds, breeze, fog, snow, downpour
Прилагательные-производные от существительных: sunny, icy, drizzly, stormy, showery, cloudy, breezy, foggy, snowy
Существительные-производные от прилагательных: heat, cold, frost, humidity

с
а, б и д Задания открытого типа
с Примерный ответ:

There's a lot of rain in all seasons but especially in autumn and winter. In spring and summer the weather is quite showery and the air is usually humid. Winters aren't very frosty, the temperature is usually above 0°C and the mornings can be quite foggy.

3
а
Примерные ответы:

1
flood: Asia, Europe, the Americas
earthquake: Asia, Latin America, California
fire: everywhere
drought: Africa
famine: Africa
hurricane: US coast, the Caribbean
volcanic eruption: Pacific islands
epidemics: Africa, Asia

2
floods (south of Poland), fire, drought, epidemics (flu)

3
flood: long-lasting and excessive rain, melting snow
earthquake: tectonic movements inside the earth
fire: drought, human mistake, arson, lightning
drought: lack of rain
famine: drought, flood, insects
hurricane: differences of air pressure
volcanic eruption: increased temperature and pressure of lava inside the volcano
epidemics: lack of hygiene, poor nutrition, poor living conditions, masses of people living in limited space

4
flood: people and animals can die, people lose homes and property, losses in agriculture
earthquake: people die, buildings are destroyed, supply of water, gas and electricity is cut off, epidemics
fire: people die, property is destroyed, wild animals die
drought: losses in agriculture (smaller crops), fires, life of people and animals is in danger
famine: people fall ill and die, people become more susceptible to diseases
hurricane: buildings and boats are destroyed, people can die
volcanic eruption: fields and villages can be destroyed
epidemics: people fall ill and/or die

5
flood: build more efficient drainage systems
earthquake: no
fire: people have to be more careful with fire (smoking, dropping matches, bonfires), gas and electric installations should be regularly controlled, people should not leave glass in the forests
drought: no
famine: food could be supplied to areas which are threatened with famine
hurricane: no

volcanic eruption: no
epidemics: vaccinations, basic hygiene (washing hands), washing fruit and vegetables before eating them, avoiding raw food products and fresh water, limiting contact between people

6
flood: people and animals can be evacuated by rescue teams or the army, temporary homes can be provided

earthquake: temporary shelters and hospitals can be built, food and water can be provided from other areas, rescue teams can help the injured

fire: fire brigade can try to put it out as soon as possible and to prevent it from spreading
drought: water and food can be provided from other regions

famine: food can be provided by other countries or international organisations
hurricane: people can hide in basements or leave the area

volcanic eruption: people and animals can be evacuated
epidemics: people should avoid contact with others, follow the rules of hygiene, information about how the disease spreads should be easily accessible, medical help should be provided for those who fall ill

б
Задание открытого типа

4
а и б
А
 1 **с** acid rain (-)
 2 **а** oil spill/slick (-)
 3 **е** global warming (-)
 4 **б** greenhouse effect (-)
 5 **д** air pollution (-)

В
 1 **е** solar energy (+)
 2 **с** ozone friendly (-)
 3 **а** recycled paper (+)
 4 **д** nuclear waste (-)
 5 **б** noise control (+)

с
Примерные ответы:
acid rain: rain that contains some chemicals (e.g. acids) released into the atmosphere: it may contaminate land and crops
oil spill/slick: oil is spilt on the surface of the sea after a ship has been wrecked; dangerous for sea birds which cannot sit on the water and for sea animals which cannot breathe; can be reduced chemically
global warming: the climate on earth is getting warmer (greenhouse effect), which causes the ice in cold regions to melt faster; as a result continents may be gradually covered by the oceans and seas
air pollution: air is polluted by gases emitted into the atmosphere; people poison themselves by breathing such air in – it can lead to asthma, cancer and other diseases; can be reduced by imposing stricter norms on industry and car engines
greenhouse effect: the average temperatures on Earth are rising because more and more of the radiation is reflected back towards the surface of the Earth from the atmosphere; this is due to the emission of carbon dioxide and other gases; we can prevent it by controlling the emission of gases
waste and rubbish disposal: people produce more and more rubbish which has to be stored somewhere; the most dangerous in nuclear waste which can contaminate land, water and air; people could limit their 'production' of rubbish by sorting rubbish (organic waste can be used in agriculture; glass, paper and plastic can be recycled), recycling, using less paper and plastic (e.g. using reusable containers)
nuclear explosion: possible especially in carelessly designed nuclear power plants; everything in the area of the explosion is destroyed and a very large area of air, land and water gets contaminated with radioactive

chemicals which can cause cancer (leukaemia) and genetic mutations
overpopulation: too many people are born, especially in very poor areas; it's more and more difficult to feed and find employment for all of them; birth control programs could be introduced
destruction of forests: forests change carbon dioxide into oxygen, the fewer trees there are the more carbon dioxide (see: greenhouse effect) and the less oxygen we have; trees are cut down to produce paper, furniture and to be used on building sites; people could limit the destruction of forests by using fewer wooden things (especially exotic wood, which is found in Africa and the Amazon jungle) and by saving and recycling paper
poaching: there are many endangered species which could die out if not protected; hunting should be strictly controlled if the next generations are to see these animals alive in the wild

5
Примерные ответы:
solar energy: can reduce pollution as traditional sources of energy (power plants, engines) produce a lot of poisonous gases and lead to air pollution

ban on ivory trading: can prevent elephants from extinction

recycling: can reduce destruction of forests; makes rubbish easier to dispose of

bicycles: can reduce the emission of heavy metals into the atmosphere if used instead of cars

media: can inform people about environmental problems and teach people how to avoid or reduce these problems

artificial furs: can save the lives of a lot of animals (foxes, seals etc)

separating organic waste: can cut the rubbish production by one third

schools: can educate people from a very early age about how to protect our natural environment

CFC-free devices: can protect the ozone layer and prevent the excess ultraviolet radiation passing through the atmosphere

Задания экзаменационного типа

Задания открытого типа

14 Государство и общество

Разминка
 Задание открытого типа

Лексика

1
а
government – president, prime minister
parliament – MP
ministry – minister
embassy – ambassador, diplomat, consul
political party – politician, spokesperson
trade union – blue-collar worker
senate – senator
city/town council – mayor
tribunal – judge

б
 Задание открытого типа

2
UN – UNITED NATIONS – international organization established after World War II for preventing future aggression and promoting humanitarianism
EU – EUROPEAN UNION – federation of European nations which acts as a group to protect their interests
NATO – NORTH ATLANTIC TREATY ORGANISATION – a group of countries including the US and several European countries, which give military help to each

other.)

FAO FOOD AND AGRICULTURAL ORGANISATION – division of the United Nations which deals with food and agriculture

UNESCO – UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION – agency of the United Nations that promotes international cooperation (specifically in the fields of education, science and culture)

UNICEF – UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY FUND – United Nations organization advocating for the basic needs and rights of children all over the world and working towards expanding children's opportunities to reach their full potential

WHO WORLD HEALTH ORGANISATION – agency of the United Nations which promotes improving health conditions for people around the world

IMF INTERNATIONAL MONETARY FUND – special UN agency that was founded in 1944 to stabilize exchange rates and to facilitate international commerce

WTO WORLD TRADE ORGANISATION – international commerce organisation, aimed at coordinating trade and breaking trade barriers in the modern world

IOC – INTERNATIONAL OLYMPIC COMMITTEE – committee established in Paris in 1894 to conduct, promote and regulate the modern Olympic Games

3
tax office – office collecting taxes from the citizens

GNP – the total monetary value of all goods and services produced in a country during one year

agriculture – sector of the economy concerned with cultivating land and raising crops, feeding, breeding and raising livestock

profit – monetary surplus left after the deduction of costs

free market – an economic system in which prices are not controlled by the government

inflation – loss of currency value resulting in a persistent rise of prices

demand and supply – the quantity of goods that buyers will take and producers will provide at a particular price

exchange rate – a ratio at which a unit of the currency of one country can be exchanged for that of another country

PIT – tax paid by individual citizens on their incomes

income – a gain, usually measured in money derived from business, labour or property

economy – the management of the country resources with a view to its productivity

loss – the situation in which the final price is lower than the costs of production of a given product

black market – illicit buying and selling of goods in violation of the law

investment – the sum of money put into the purchase of property or production

export – shipping commodities to other countries for sale or exchange

services – people and appliances supplying accommodation required by the public

VAT – an excise tax based on a value of a product added to it at each stage of production

industry – production and trading of goods

shares – the equal interests into which the capital stock of the corporation is divided

globalisation – policy of unification of world markets by the multinational corporations operating worldwide

state budget – a plan for coordinating income and expenses of the state

import – bringing merchandise into a country from a foreign source

stock exchange – a place where the buying and selling of securities is conducted

1 **GNP** (gross national product), agriculture, free market, demand and supply, economy, black market, investment, export, industry, globalisation, state budget, import, stock exchange

2 **tax office**, profit, inflation, exchange rate, PIT (personal income tax), income, loss, services, VAT (value added tax), shares

3 When the demand for a product increases, its price goes up. When the supply of a product increases, its price goes down.

4 **advantages**: lower prices of products, the same products can be bought all over the world

disadvantages: unemployment rises, the rich become richer, the poor become poorer

5 A company is doing well when there is rise in profit, income, export, investment, shares.

6 high costs of work, high taxes, too expensive products:
parts of the Russian economy infiltrated by the black market: employment, services, products

4
Christianity – monotheistic religion founded by Jesus Christ, based on the Bible as sacred scripture, assumes the belief in the Holy Trinity and the Resurrection of Christ

Catholicism – part of Christianity which recognizes the authority of the Pope as the visible Head of the Church

Judaism – monotheistic religion of the Jews, based on the Old Testament, professing belief in the one and only God Jahveh, founded by Moses

Islam – the monotheistic religious faith of Muslims, based on the words of the prophet Muhammad and taught by the Koran

Buddhism – a religion of eastern and central Asia growing out of the teachings of Buddha, holding that life is full of suffering caused by desire which can be ended through enlightenment, it believes in reincarnation

Hinduism – a body of religious beliefs and practices of India, based on Vedas, Upanishads, Bhavad-Gita, very diversified in its character, polytheistic

Shinto – the native religion of Japan, primarily a system of nature and ancestors worship

Confucianism – the Chinese system of ethics, education and statesmanship taught by Confucius and his disciples stressing love for humanity and harmony in thought and conduct

5
Примерные ответы:

addition:
a teetotaler, liver disease, to take an overdose, sober, drug abuse, to be high, to be stoned, HIV positive, to detoxicate, hangover, to drive under the influence, hallucinations, alcoholism

b chain smoker, soft drugs/hard drugs, drug addict, therapy

c - causes aggression, violence, crime, diseases (AIDS)
- unhappy family, poverty, diseases (cancer, breathing problems, ulcers), losing a job, friends

unemployment:
a social security, to be out of work, to be on the dole, jobless, to be made redundant
b unemployment benefit, job market
c - people have to be supported by the state, their morale drops and qualifications deteriorate
- the family gets poorer

divorce:
a separation, single parent family, marriage, to split up

b divorce proceedings, to hire a lawyer

c - people have to be supported by the state, their morale drops
- the family gets poorer

vandalism:

a hooliganism, to smash something up, public property, to cause damage, offence
b to be fined, to get a sentence, graffiti
c - financial losses, costs of repairs
- private property destroyed

homelessness:

a to be on the streets, tramp, accommodation, beggar, hostel
b rags, a shelter, Salvation Army
c - diseases spread (e.g. tuberculosis)
- inability to adapt to life in society, lack of respect from other people, very poor living conditions, diseases

6

a CRIME	ACTION	CRIMINAL
drug trafficking	sell drugs	drug dealer
speeding	speed	—
kidnapping	kidnap	kidnapper
shoplifting	shoplift	shoplifter
smuggling	smuggle	smuggler
hijack	hijack	hijacker

	a plane	
pickpocketing	steal	pickpocket
mugging	mug	mugger
murder	murder	murderer
theft	steal	thief
burglary	burgle	burglar
assassination	assassinate	assassin
rape	rape	rapist

b

Задание открытого типа

7

A

1 d (pay a fine)
2 c (commit a crime)
3 b (arrest a suspect)
4 a (bribe the judge)
5 g (send sb to prison)
6 e (break the law)
7 f (give evidence)

B

1 a (accuse sb of murder)
2 e, f (question the victim/a witness)
3 b (charge sb with an offence)
4 d (sentence sb to ten-years' imprisonment)
5 e, f (identify the victim/a witness)
6 c (examine the evidence)
7 g (prevent crime)

8

a burglar alarm: informs everybody that someone has broken into a car or a house; scares the burglar away

tear gas: used during demonstrations and riots to prevent violence

a safe: if you hide your money in a safe, it cannot be stolen or it's very difficult to steal

a money belt: putting your money in a belt that you wear around your waist can prevent pickpocketing and mugging; it makes it much more difficult for the thief to take the money away

severe law: potential criminals are afraid of the punishment and don't commit crimes

insurance: if your property is insured, you will get your money back even if your property has been stolen

karate: if you know it, you can defend yourself when you are attacked

a bodyguard: if you can afford one, he can protect you from other people's attacks, curiosity etc

Задания экзаменационного типа

Задания открытого типа

15 **Некоторые сведения об англоговорящих странах**

Разминка

Примерные ответы:

the USA: cowboy, Indians, baseball, surfing
Great Britain: football, bacon & eggs, the queen

Canada: maple leaf
Australia: Aborigines, surfing
Ireland: St. Patrick
Scotland: whisky

Лексика

1
 the USA (USA), Great Britain (GB),
 Canada (C), Australia (A), Ireland (I)
capital:
 Washington (USA), London (GB),
 Ottawa (C), Canberra (A), Dublin (I)

Примерные ответы:
largest cities:
 (USA) New York, Los Angeles, Chicago
 (GB) Edinburgh, Glasgow, Belfast, Cardiff
 (C) Toronto, Montreal, Vancouver
 (A) Sidney, Melbourne, Brisbane
 (I) Cork, Limerick, Galway

rivers:
 (USA) the Mississippi, the Missouri, the Rio Grande, Colorado
 (GB) the Thames, the Severn, the Avon, the Clyde
 (C) Mackenzie, the St Lawrence River
 (A) Darling, Murray
 (I) the Shannon, the Blackwater

mountain ranges:
 (USA) the Rockies, the Appalachians
 (GB) the Grampians, the Cambrian Mountains
 (C) the Rockies
 (A) the Great Dividing Range
 (I) the Wicklow Mountains

highest mountain:
 (USA) McKinley (6194m)
 (GB) Ben Nevis (1344m)
 (C) Logan (6050m)
 (A) Mount Kościuszko (2228m)
 (I) Carrauntoo Hill (1041m)

seas:
 (USA) the Atlantic Ocean, the Pacific Ocean
 (GB) the North Sea, the Irish Sea
 (C) the Atlantic Ocean, the Pacific Ocean, the Arctic Ocean
 (A) the Indian Ocean, the Pacific Ocean, the Tasman Sea
 (I) the Irish Sea, the Atlantic Ocean

lakes:
 (USA) the Great Lakes, the Great Salt Lake, Lake Michigan
 (GB) Loch Lomond, Loch Ness
 (C) the Great Lakes, the Great Bear Lake, the Great Slave Lake, Lake Winnipeg
 (A) Lake Eyre
 (I) Lough Corrib, Lough Ree

2
a
 the USA: the Grand Canyon, the Statue of Liberty, the Empire State Building, Mount Rushmore

Great Britain: Stonehenge, Westminster Abbey, Loch Ness, Millennium Bridge, Snowdonia

Canada: the Niagara Falls, the Fraser National Park

Australia: Ayers Rock, Twelve Apostles, the Great Barrier Reef

Ireland: Cork, the Drumcliffe Cross

b
 Задание открытого типа

3
Примерные ответы:
the USA: Independence Day (4 July), Thanksgiving (4th Thursday in November), buffalo, puma, grizzly bear, prairie dog, sequoia, baseball, rugby, hamburger, corn soup, coke, root beer

Great Britain: Guy Fawkes' Night, Shrove Tuesday, Official Queen's Birthday, robin, grey squirrel, golf, cricket, fish and chips, curry, tea

Canada: moose, reindeer, coyote, gopher, maple tree, ice hockey, football, curling, downhill and cross-country skiing, pancakes with maple syrup

Australia: kangaroo, glider, koala bear,

eucalyptus, pine, gum tree
Ireland: St. Patrick's Day, sheep, clover, hurley (combination of rugby and polo), folk dancing, pub crawling, Irish whisky, Guinness

4
a
 the USA: Meryl Streep (actress), Andy Warhol (artist)

Great Britain: Charlie Chaplin (actor), Alfred Hitchcock (film director), J.R.R. Tolkien (writer), Arthur Conan Doyle (writer), William Blake (poet), Isaac Newton (physicist)

Canada: Leonard Cohen (singer)

Australia: Mel Gibson (actor)
Ireland: Pierce Brosnan (actor), Bono (singer)

b
 Задание открытого типа

5
 1d 2e 3i 4j 5b 6k 7g 8a 9f 10l 11c 12h

6
 the Civil War USA; 1861-1865
 Industrial Revolution - Great Britain; 18th century
 the Great Depression - USA, then whole world; 1929 - World War II
 the assassination of President J.F. Kennedy Dallas, USA; 1963
 the assassination of Martin Luther King - Memphis, USA; 1968
 Prohibition - USA; 1919-1933
 the Battle of Britain - south of England; 1940
 September 11th - a terrorist attack at the World Trade Center in New York; 2001

7
 Задание открытого типа

8
 Задание открытого типа

Задания экзаменационного типа

Задания открытого типа

Часть II Письменный экзамен

Аудирование

Общие замечания

- 1**
1b 2b 3a
- 2**
a 1c 2a 3a
b 1d 2a 3c
- 3**
1a 2b 3b 4b 5b 6a
- 4**
1b 2a 3b 4a 5a 6b
- 5**
1c 2a 3c 4a 5b 6a
- 6**
1a 2b 3c 4a 5d 6a
- 7**
1 F (My sister is 60.)
2 F (90 Old Street)
3 F (29 children: 16 boys and 13 girls)
4 T
5 T
- 8**
1 F (90 degrees)
2 T
3 T
4 F (40 days in Rome)
5 F (80 pounds)
6 F (There were 114 seats and 140 invited guests.)
- 9**
1b 2a 3b 4b 5a 6b
- 10**
1a 2c 3d 4d 5c 6d
- 11**
1h 2i 3g 4k 5c 6b 7j 8f 9d 10a 11e
 Проверьте значение каждого слова по словарю
- 12**
 Проверьте значение каждого слова по словарю
- 13**
1a 2b 3a 4b 5a 6b
- 14**
1a 2b 3b 4b 5a 6b 7a 8a 9b 10b 11b 12a
- 1** Задания на установление соответствия приведенных утверждений прослушанному тексту (True/False/No information)

- 1**
a
 2 How many sisters does Aisha have? What is her sister's age?
 3 How many Asians are there in Aisha's school?
 4 Who (what nationality) does Aisha consider herself to be?
 5 How much does Aisha's Religious Instruction teacher know about Islam?
 6 What are the dress regulations for Muslim men?
 7 What is Aisha's opinion about Pakistan?
 8 Who would Aisha want to marry in the future?

- b**
 1 F (Aisha lives in London, near Liverpool Street Station.)
 2 T
 3 T
 4 F (Aisha feels sometimes more Pakistani than British.)
 5 F (She's a Christian, but she knows a lot about Islam.)
 6 F (Older women must wear certain clothes all the time.)
 7 T
 8 F (She says: Maybe I will marry a Muslim.)

- 2**
a
 1 What can the visitors see in the church?
 2 What makes the Viking Adventure authentic? Does it have a good sound system?
 3 Are there any animals? Are they real or artificial?
 4 What does the Adventure start with? When do you visit a Viking Museum?
 5 When can you visit the Dublin Viking settlement? When is it open/closed?
 6 How much are tickets for children?

- b**
 1 F (The settlement is re-created in a former church.)
 2 F (Costumed actors, the smell of fresh-cut hay and the sounds of barnyard animals lend authenticity to the experience.)
 3 T
 4 F (At the end of the adventure, there's a Viking Museum.)
 5 T
 6 T

- 3**
a
 1 T
 2 F (I have no appetite.)
 3 T
 4 N
 5 N
 6 T
 7 F (apple pie)
 8 F (a piece of fruit cake made him sick)

b
 Bill: Good morning [1], doc.
 Doc: Good morning, Bill. What's wrong?
 B: Well, doc, I am having pains in my stomach. I can't sleep. I have no appetite [2].
 D: When did the pains start?
 B: Last night, when I returned from my sister's wedding [3]. I went to bed and I just couldn't fall asleep because of the pain.
 D: Hmmm, it doesn't sound very good. Perhaps you ate too much during the wedding reception?
 B: Well, I had a piece of fruit cake [4].
 D: But a piece of fruit cake shouldn't make you sick!
 B: Look, doc. I went to this wedding reception [5] in the morning and had a few glasses of coke and sprite and ate many peanuts. There were also lots of small sandwiches with sausages or cheese, and I had a few. When the dinner came and I had three portions of chicken [6], and two helpings of roast beef. You had a choice of potatoes or rice and a few vegetables to go with the meat. For dessert they served apple pie [7] and I again had a glass or two of coke. Finally they served the most wonderful ice creams with hot chocolate sauce and I had four portions.
 D: Well, Bill, that's quite a lot to eat in one day ...
 B: But, doc, I was feeling great and I loved the food. Then I had to eat that piece of fruit cake and I think it made me sick [8].

- 4**
a
 1 T
 2 T
 3 F (... my Marine, my cousin and myself ...)
 4 N
 5 T
 6 N

- 7 F (... the minor characters were extraordinary.)
 8 T
 9 T
 10 N

b
 I watched Titanic in the Regal Theatres in Bonney Lake, Washington on Christmas Day [1]. I was on vacation with my family, and had met up with my fiancée for the vacation. He currently lives somewhere else, so this was a special time for me, to be with him. Even more special to me, however, was to look at him out of the corner of my eye and see tears streaming down the cheek of this big bad United States Marine [2]. I, of course, was the sensitive young woman sobbing uncontrollably next to him.

Usually after one leaves the movie theatre, one spends the trip home discussing the film and what could have been different etc. When my Marine, my cousin, and myself [3] got into the car, we were silent for much of the trip [4]. It's really hard to criticise a movie that was made to represent true happenings, especially when the movie was so hard-hitting. I cringe at trying to review this film, and shudder at the ones who actually think they can criticise. The movie critics, you know, were sitting side by side with others, bawling their eyes out too. How can you criticise the performances of actors when they brought you to tears? [5] [6] Leonardo DiCaprio and Kate Winslet delivered a moving love story, one not only heart wrenching but frighteningly true. Although the characters of Rose Dewitt Bukater and Jack Dawson were fictional, they represented the souls of everyone on the ship, the survivors and those who perished. I do agree with the statement that the minor characters were extraordinary [7]. I too cried at the Irish mother placing her children in bed knowing they would never wake up. This movie is by far the best movie I have ever seen [8]. I should also mention that last night, here at my home in Fairbanks Alaska, I saw the movie once again [9]. The same sobbing sounds could be heard throughout the small theatre, and the audience, once again, left subdued and introspective.
 caly tekst [10]

- 5**
 1T 2F 3T 4F 5F 6F
- 6**
 1F 2F 3T 4T 5F 6T
- 7**
 1 The yellow apples are cheaper than the red ones/are not as expensive as the red ones.
 2 They didn't arrive early enough to get a good seat./They should have arrived earlier to get a better seat.
 3 I have never seen a better movie.
 4 I did it more slowly than you./I did it slower than you.
 5 My mother cooks better than I do./My mother is a better cook than I am.
 6 Is this the best record you have?

- 8**
 1 The car was too expensive/was not cheap enough for my father to buy./The car cost too much for my father to buy it.
 2 The more carefully you work, the fewer mistakes you'll make.
 3 Mine is the cheapest car of all.
 4 You didn't study enough to pass the test./You studied so little that you didn't/couldn't pass the test./You should have studied more to pass the test.
 5 I won't finish/won't have finished the letter in less than twenty minutes.
 6 The next task is as difficult as this one/is as difficult as this one.

- 9**
 1T 2T 3T 4F 5T 6F

- 10**
 1T 2F 3T 4T 5F 6T

- 11**
a 1- 2- 3-
b
 1 I love dancing so I went there thinking I'd have the time of my life. It wasn't to be. The room was overcrowded and, if it that weren't enough, the air conditioning was out of order.
 2 The people are really poor, because the government doesn't have enough money to help everybody. Despite this I have never seen a happier crowd. They do know how to enjoy life! I envy them.
 3 Many people in the crowd were obviously real fans. They didn't mind that the lyrics make hardly any sense. They knew the words and they sang along to nearly every song. They didn't care that the sound was really poor, as long as it was loud enough to give you a headache. They didn't care that the auditorium was cold, because they warmed themselves by jumping and shaking. And it seemed to me they were having a great time. I thought they would have loved anything their idol cared to do. But then, isn't this what 'real fans' are for?

- 12**
 1T 2F 3F 4T 5F 6T 7F 8F
- 13**
 1T 2F 3N 4T 5T 6F 7T 8T 9F 10F

2 Задания на множественный выбор (Multiple choice)

- 1**
a
 1 Mrs Feline brought the book back because she bought it by mistake.
 2 Mrs Feline was looking for a book called 'The Complete Cat Care Manual'.
 3 The assistant remembered their conversation.
 4 In the end Mrs Feline got annoyed/decided to take her business in future to a different shop.
 5 The conversation takes place in a bookstore.
b 1c 2b 3d 4a 5b

- 2**
a
 1 The meteorologist calls the weekend deadly because 'heat and humidity claimed the lives of more than a dozen people'.
 2 People are advised NOT to leave 'an air-conditioned environment', forget about 'drinking plenty of fluids', and to remember to take care of 'the elderly and pets'.
 3 Lower temperatures are expected only for 'the Upper Midwest'.
 4 Earlier in the day, Milwaukee and Chicago will be hit by 'storms'.
 5 In the latter part of the day, eastern New England can expect 'skies ... partly sunny' but also 'scattered showers and thunderstorms'.
b 1a 2b 3d 4d 5c

- 3**
a 1a, b, c 2a, b 3c, d
b 1c 2a 3c

- 4**
a 1a, c, d 2a, b 3b, c, d 4a, b, d
b 1c 2b 3c 4b

- 5**
a 1c 2d 3b 4c
b
 1 a I forgot to bring the announcement to the meeting.
 b I forgot to tell Ann about the meeting.
 c The staff met before I forgot.
 2 a I found my car in the park.
 b I went to find my car.
 c It was impossible to go to the park by car.
 3 a I am happy to play chess with you.
 c I have seen the play you chose.
 d Let's see how happily he plays.
 4 a The morning weather in the port is bad.

- b The news is always about the port.
d I always follow the morning weather report.

6

a 1c 2d 3a 4c

b

1

- a Peter asked my mother and father to call him up.
b My mother and father would like Peter to call.
d My father got up and called my mother and Peter.

2

- a Peter hasn't made any phone calls for ages.
b Peter hasn't phoned my parents for ages.
c Peter's parents haven't phoned him recently.

3

- b His car mechanic has left for the day.
c His car has been left with the mechanic.
d The mechanic should leave him in the car.

4

- a Peter pointed to the manager of the company.
b Peter had an appointment with the manager of the company.
d The manager of the company pointed to Peter.

7

1b 2b 3c 4a

8

1a 2c 3a 4c

9

a 1c 2d 3b 4c

b

- 1 When I was a student, I usually had my lunch in a Greek restaurant called Hellada. When I went there with my friends last week, I was surprised to see that there was a bookstore in that location now.
2 When I talked to Peter yesterday, he said he'd decided that there's no future for him here and that he's filling in an application for Commercial Union. I said it's too bad as he's so good at his work and so well-liked here.
3 A year ago they opened two cinemas in this shopping centre in order to bring in more customers. The plan misfired, however, for although more people are coming to the centre no one is buying.
4 Tim loves to swim. He usually goes to the swimming pool with his friend, John. When I went there to find him the other day, John was not there. Instead, Tim's wife had gone along with him, and she had both their children with her.

10

a 1c 2b 3c 4b

b

- 1 Good morning, friends. This is Bill Smith. Here is your morning news. The local train you have heard chugging and whistling through town the past fifty years will stop its service this month. Not enough business in small-town America anymore, so they say.
2 Corn prices are down \$2 a bushel. That's low for this year. Beans and potatoes are holding steady, but beef and pork prices are real high. That's farming economics. Low demand, high prices. People are heart-conscious and I think eating meat is bad for the heart. If you ask me, that attitude is bad for the farmer who is the heart of America.
3 Hollywood just released another film criticizing America. Why does the rest of the world think everything in America is what is on the silver screen. Ask that farmer and the moms and dads. Around here America is not just football games, imagery, and Hollywood imagination. Glitter does not make America strong. The truth does. Thanks for listening.

11

1c 2d 3a 4d 5c 6b 7c

12

1b 2a 3b 4b 5c 6d



Задания на множественные соответствия (Multiple matching)

1

a 1e 2a 3b 4f 5d

Лишние: c, g

b

- 1 It'll cost you £5 to Trafalgar Square.
2 The engine is fine, but I think it's the brakes.
3 Would you like me to make an arrangement with red roses?
4 This test will count as seventy percent of your final grade.
5 Would you like to try this in a smaller size?

2

a 1g 2a 3c 4f 5b

Лишние: d, e

b

1

- A: For the main course, I'd recommend roast beef and vegetables. It's our speciality.
B: I'll have that, please. And coffee to follow.
2
A: May I help you?
B: Yes, please. Do you have anything on the sixteenth century architecture? But not expensive albums.

3

- A: I would like to remind you that you have a mid-term test next Thursday.
B: What time does it start?
A: The same time as regular class.

4

- A: I would like I borrow these four volumes on British history.
B: Can I have your reader's card, please.
A: There you go.

5

- A: Excuse me, what time are we due in Glasgow?
B: Let me see ... At 6:30. But I'm afraid we might be a quarter of an hour late.
A: Oh no. I'll miss my connection to Dundee.

3**a**

1 Кто говорит?

A: лектор

B: священник

2 К кому обращается?

A: к студентам

B: к прихожанам

3 Где находятся говорящий и слушающие?

A: в аудитории

B: в церкви

b

- A As you all know, this is your introduction to the economic geography of the European Union. Perhaps some of you have taken other related courses in economics or business, which will of course be of great help to you in this class. You must all have taken the History of the Idea of Europe class, which is a prerequisite to this. Now, let me tell you a little more about the aim of our meetings ...
B Brothers and sisters in Lord! He loves you! He suffered for us all and our sins. He died for us all and our sins. He loves us, as the apostle John says, 'unto the end'. Can there be better proof of His love?

4

a 1c 2g 3a 4f 5d 6h

Лишние: b, c

b

- 1 May I have your attention, please. Anyone travelling on the Victoria Line northwards to King's Cross Station is advised to take an alternative line. There has been an accident ...

- 2 So now, let me ask you the first question. Well, how did it all start? Did you want to be a scientist when you were a child, or was it a coincidence ...

- 3 The World Service News Bulletin will be followed at 9:45 by our daily answers to listeners' questions on current events. At 10:00 our interview of the Week will start. This week Thomas Nosy will talk to the super-star, Jane Farnous. The interview will be followed by ...

- 4 A: Good morning, my name is John Funny. Could I talk to Mrs Serious?
B: Speaking. How can I help you?

- 5 First, you must make sure that you have all the ingredients. Make sure that the meat is fresh and tender. Then, pour some cooking oil in will start a pan and heat ...

- 6 Good morning listeners. What a beautiful day it is today. We can expect the temperatures above 20 degrees centigrade and no rain. A perfect day for a long walk with your family ...

5

a 1d 2f 3a 4g 5b

Лишние: c, e

b

- 1 Mr Chairman, ladies and gentlemen. I should like to thank you for the honour you have done me tonight. When I received an invitation from your Chairman to deliver an inaugural lecture ...

- 2 I still distinctly remember the smell of apples in my grandfather's orchard. The delicate smell of the fruit, the singing of the birds and the sunrays falling on grass, combine into one of the most precious pictures from my childhood. Never again was I so happy as on ...

- 3 I can clearly see your point of view and I must say that I agree with you to a certain extent, ... but ... on the other hand we should bear in mind the fact that it was not their fault that the children ...

- 4 Texts books often claim that skeletons are necessary for muscles to produce useful motion. The biceps, for example, would not work properly without the upper arm bone as braced framework. If that's so, how can the utterly boneless squids and ...

- 5 Stand with your feet together and hold your hands together behind your back. Stretch out your arms so that they are straight and bend forward until your arms are vertical. Make sure ...

6

a 1b 2a 3a

b

- 1 I know you all love your pets very much. But it much too often means that you feed them each time they ask for food. And overfeeding doesn't make your dear cat happy. Quite the opposite. It often makes your pet ill. So if you really love your pet, don't be too soft-hearted!

- 2 It's quite common to see that if one cat is petted by an owner, a companion cat immediately joins in with little cries for attention. So cats can certainly be jealous especially if they feel that another cat is getting more attention than they are.

- 3 The easiest way to ensure that your cat enjoys a balanced diet is to feed it on a canned cat food produced by a reliable pet food manufacturer. However, you can feed your cat a meal of fresh food once or twice a week to add variety and interest to its diet. Cooked carrots, peas, or greens can be added to the food for extra vitamins, but they should only make up a very small proportion of your cat's diet.

7

a 1d 2a 3b

Лишние: c

b

- 1 U.S. sailors killed or injured in the suicide bombing of a warship in Yemen were flown out on Friday as experts hunted for the

remains of 10 more men missing after the blast and for clues to the identity of the killers.

- 2 A Chicago rabbi escaped injury when bullets fired from a vehicle shattered the windows of his car, and police on Friday were questioning three young Palestinians about two other attacks on Jews.
- 3 Citing Mideast tensions, New York officials increased security on Friday at government buildings, landmarks, religious buildings and locations associated with Israel or Palestinians as thousands rallied in support of Palestinians.

8

a 1b 2a

b

- 1 Ho! Ho! Ho! After demonstrating they could shout in a loud voice these words with a level of holiday cheer expected from Santa Claus, 40 students prepared on Tuesday to leave the Sidewalk Santa Training Centre for Manhattan's streets. The students - dressed in traditional Santa suits of black boots, red velvet pants, and red velvet coats - also had to recite the eight reindeer names.
- 2 Miss Molly Doglover left a million pounds to her pet poodle. The money formed major part of her estate. The Royal Society for the Prevention of Cruelty to Animals have the financial responsibility for the dog's welfare. The dog millionaire is known to his friends as 'Duddy', but his full name is Dudley Dorian Big Ben. The money not used on Duddy's upkeep will go to charity. With the first class veterinary care Duddy can afford, he will probably enjoy the millionaire status for years.

9

a b

b

Остальные заголовки не подходят по следующим причинам:

- a 'non-UK graduate students', 'students from every country in the world outside the UK'
- c 'donation from the foundation set up by Microsoft boss Bill Gates'
- d 'students with leadership potential'
- e The money will not go to the University but 'will cover all costs, including tuition fees, living expenses and travel for at least 225 students'.

10

1a 2b 3b 4a 5b

11

a 1c 2b 3d 4a

b

- 1 Dear Professor Wise, on behalf of the president of the University I would like to welcome you this evening. We are happy you have accepted our invitation to deliver an inaugural lecture.
- 2 A: So should I. Well, thanks for the meal, Peter. I enjoyed it.
B: Good, I am glad you liked it. Next time we should go to that new Chinese place near the opera.
- 3 Fog occurs when damp air above the surface of the earth is cooled to the point at which it condenses. Of the two types of fog, advection fog occurs along the ocean coast or near rivers or lakes ...
- 4 A: And, mind you, the old bag says she found the birdies together ...
B: Uh-huh ... Go on ... Now that is interesting!
A: ... in the bedroom!
B: You don't say!

12

1d 2a 3c 4 5b

13

1e 2b 3c 4a 5d

Дипнее: f

4 Расположение событий или информации в определенном порядке (Sequencing)

1

- Her record sells in million copies. 7
Her song reaches no. 1 in the charts. 1
Her single reaches no. 17 in the charts. (4)
She leaves Dublin. 3
She plays in a movie. 8
She sings with Sting. 9
She sings at her teacher's wedding. 2
She records her first album. 5
She records her second album. 6

2

- Prepare all the ingredients. 1
Notice the changed colour. 9
Increase the heat to evaporate all the water. 12
Add the garlic. (5)
Add the onions. (3)
Add anything you like to the ready sauce. 13
Mix all well and add all the other spices. 7
Add the tomato puree. 6
Fry for about 7 minutes. 4
Add the water and stir quickly. (8)
Cover and simmer for 5-10 minutes. 11
Heat the butter or corn oil. 2
Reduce the heat. 10

3

- a
Mike has a history test. 5
Mike watches a movie. 6
Mike gets up. 1
Mike leaves for school. 3
Mike calls Peter. 7
Mike goes to do shopping. 2
Mike meets Sue in the street. 4

b

- Mike: Good evening, this is Mike Wilson speaking. Could I talk to Peter, please?
Peter: Hi there, Mike. What's up?
M: Oh, I am dead tired. I got up at six.
P: At six? Why so early?
M: My mother is ill and I had to go to the baker's to buy some rolls for breakfast.
P: Poor thing! Don't let them use you so much! Did you have that history test?
M: Yes, but before that, when I was going to school I met Sue.
P: Hmmm ... and? What did she say?
M: She seemed happy to see me so I asked her to go to the cinema with me.
P: Did she accept?
M: Yeah, we went to see Shakespeare in Love right after school.
P: Lucky you! She's really nice. And her big blue eyes ...
M: Wait a second! Why don't you leave Sue alone and look for your own girl.

4**a**

- A driver asks us a question. 11
I have a trial drive. 3
I start driving against the traffic. 9
We arrive in Spain. 2
We fill up. 8
We get a call from the sales office. 4
We go to a garage. (7)
We return to the garage. 10
We sell our car. 1
We sign the papers. 6
My wife and I go to buy the car. 5

b

- We arrived in Spain for the first time a few weeks ago and I decided to buy a car because we had sold the one we had in England before leaving. Yesterday the sales office rang us to say the car was ready. I had tried the car a few days earlier, and I felt quite comfortable driving it, but as I was not yet used to driving in this city, my wife did not want me to collect it on my own so we went together to fetch it.
The formalities took ages, but in the end we paid for the car and signed the papers. They

told us that there was enough petrol to take us to a garage, where we could fill up. The nearest garage to the office was about 100 yards away and we got there safely. But when I turned into the main road I suddenly saw a lot of cars racing towards me. I got out of their way as fast as I could by backing into the garage once more and the man behind me shouted at me. 'It's such a problem to remember to drive on the right, isn't it?', my wife said. 'You'd be sorry if you had an accident on the first day, wouldn't you?' While we were talking, the man behind got out of his car and said in good English 'Would you mind telling me when you are thinking of leaving? Or are you going to sit in your car all day?'

5

1b 2a 3b 4b 5b 6a

6

1a 2a 3b 4a 5b 6b 7a

7

- The inside walls are built. 7
The electrical and water systems are installed. 8
The piece of land is selected. 1
The basement is built. 4
You can move in. 10
The roof is put on. 6
The foundations are laid. (3)
The house is painted. 9
The building plans are prepared. 2
The outer walls are built. 5

8

- Malta became a British colony. 8
Stone Age man settled on Malta. 1
Malta was conquered by the Phoenicians. 2
Malta was attacked by the Turks. (6)
St Paul landed on Malta. 3
Normans expelled the Arabs. 4
Malta became an independent country. 9
Malta was given to the Knights of St John. 5
The French arrived at Malta. 7

9

- He couldn't find his wallet. 7
He drove to the drycleaner's. 4
He left the car unlocked. 5
He paid for the goods. 2
He put his wallet on top of the shopping trolley. 3
Tom went shopping at the local supermarket. (1)
He went to the greengrocer's. 6

10

- Mozart composes his first opera. 3
Mozart composes his *Don Giovanni*. 8
Mozart composes *Eine kleine Nachtmusik*. 7
Mozart and his sister start performing. 2
Mozart leaves the service of the Archbishop of Salzburg. 5
Mozart plays for the pope. 4
Mozart is born in 1756. (1)
Mozart writes a mass for the dead. 9
Mozart gets married. 6

Чтение

Общие замечания

1

- Заголовок: 1, 2, 4
Подзаголовок: 1, 2, 4
Первое предложение каждого абзаца: 2, 4, 5
Союзные слова и выражения: 3, 5

2

a d

b

- a (прилагательное): пропуски 1, 2, 3, 4, 5
b (существительное): пропуски 2, 6
c (глагол): пропуск 2
В некоторых случаях можно вставить в пропуски разные части речи, напр., в пропуске 2 возможны прилагательное, существительное или глагол.

c c

d
a – слово, связанное с понятием 'школа'

e
3 'smiley' – производное от существительного 'smile'
В русском языке есть
4 'нокаут' – термин в боксе

f
meal-and-two-veg: очень популярный, но достаточно обычный, ординарный
after taste: вкус, остающийся после.

g
Задание открытого типа

3
a
Задание 1: B-C-A
Задание 2: 1B 2C 3A

b
Задание 1: d
Задание 2: c
Оба задания: a
Ни одно из заданий: a (понимание каждого слова в тексте не является основой для выполнения этих заданий)

4
1c 2c 3h 4g 5d 6a 7i 8b
Лишний: f

5
1c 2a 3e 4b 5d

6
1 T (celebrated)
2 F (he had a very different reputation)
3 T (loved parties)
4 F (Последнее предложение целиком)
Самый длинный отрывок: 4

1 Установление соответствия приведенных утверждений прочитанному тексту (True/False)

1
1 high over the sea, above the town harbour
2 Все предложение, начинающееся со слов: *But the cathedral in St Andrews ...*
3 Предложения, начинающиеся со слов: *Unfortunately, both these buildings ...* и *The towers of both buildings create ...*
4 many other very old and beautiful houses

2
a
1 we all
2 once
3 with the sound switched off
4 Chaplin's ... his

b
Данные утверждения требуют понимания в тексте:
1 c (at least)
2 a (would)
3 b (silent)
4 d (the tramp's triumph)

3
1 F (one of)
2 T (Time)
3 F (year-long)
4 T (highest point)
5 T (haven't got old)
6 F (not)

4
Примерные ответы:
1 b I was forced to admit ...
2 b The rain spoilt our holiday.
3 b He didn't realise how bad the damage was until he saw it in daylight.
4 b I can't fully recommend this performance without seeing its final version.
5 b Except for a chocolate bar, the Carpenters were never forced ...
Можно выразить то же другими языковыми средствами.

5
1 В предложении (3) говорится, что это трудно для тех, кто занимается самостоятельно, поэтому утверждение 'isn't difficult for any student' – неверное
2 В предложении (7) говорится, что вы выбираете область лексики (type of words), а не вид кроссворда (type of crossword).
3 Предложение (10) касается описания игры; в нем говорится, что «враг» есть в каждой группе из четырех слов, а не то, что таких групп четыре.
4 Предложение (12) имеет противоположный смысл: если слова не будут расстреляны, Земля будет в опасности.

6
Задание открытого типа

7
1 факт
2 мнение (to some people)
3 факт
4 мнение (there seems ... on your doorstep)
5 факт
6 мнение (gives the impression)
7 мнение (worth talking about)
8 факт
9 мнение (will enjoy)
10 мнение (if you ask me, for years)
11 мнение (has been lucky)
12 факт

8
1T 2T 3F 4T 5F 6T 7T 8T 9T 10F
11T 12T

9
1 – (benefited)
2 – (unoriginal interpretation)
3 1 (unprecedented intensity)
4 (the market will stand)
5 + (gloriously melancholic)

10
1F 2F 3T 4T 5F 6F

11
1T 2F 3T 4T 5F 6T 7F 8T

12
1F 2T 3T 4T 5F 6F 7F 8T 9T 10F

2 Задания на множественный выбор (Multiple choice)

1
1 B (первое предложение в тексте)
2 C (второй абзац)
3 A (слово about)

2
1C 2A 3B

3
При выполнении этого упражнения не берите в расчет цитату перед текстом.

Вопрос 1: связан со словом pleased в первом предложении

Вопрос 2: относится ко всему второму предложению.

Вопрос 3: относится ко второму абзацу текста.

A: 1a 2a 2c 3a 3b
B: 1b 1c 2b 3c

4
1c 2a 3a

5
1c 2b 3a 4c

6
1 d children are attracted to computer games and TV.
2 d an analysis of importance of people's lives.
3 d easier to understand.
Эти ответы могут быть сформулированы и другим образом.

7
b

8
d

9
Выражения в тексте, которые выражают мнения и чувства: *It was my best chance, sure enough, must have spotted*
Предложения, которые отражают мнения или намерения автора: b (seemed), d (According to the author)

10
1d 2d

11
1b 2a 3c 4a 5c 6c 7d 8a

12
1b 2a 3c 4b 5a 6c 7a

3 Установление структурно-смысловых связей текста. Восстановление текста (Gapped text)

1
1b 2a

2
Примерные ответы:

1 a business travel company
2 had the confidence to take risks
3 The company's success is dependent on the quality of the service it offers. The students who are its customers are running their own businesses and have certain needs.

Выражения, которые можно использовать при заполнении пропусков:
1 set up, which sells
2 were successful, therefore
3 So the problem does not lie in ... but, those special needs and demands.

3
Текст А: What's your opinion about (c) the best way to learn English grammar? Do you find it difficult (d) or easy to learn? What particular aspects (a) of the language have you had trouble with? Have you found a solution that (b) has helped you and could help other learners or teachers?
Текст В: 1c 2a 3d 4b

4
1 a (Временное исключение из школы может явиться вероятной причиной для приема большой дозы лекарств).
2 b (Вопрос о проведении матча противоречивый, было высказано много критических замечаний по этому поводу, но матч все равно состоится).
3 c (В тексте говорится об опасностях для владельцев мотоциклов/монсдгов, когда мы весной думаем об их приобретении).

5
1c 2e 3f 4a
Лишние: b, d

6
a7 b3 c8 d6

7
1a 2b 3b 4a 5b 6a
Критерием для выбора этих выражений является то, что они выражают позитивное мнение и лучшие качества.

8
1e 2c 3d 4a 5h
b, f, g написаны другим стилем, например, вариант 'g' слишком официален.

9
1e 2d 3c 4b 5f 6g 7h 8a

10
1c 2b 3d 4c 5b 6c

11

1g 2e 3b 4a 5f 6d 7h
Лишние: c

12

1d 2i 3k 4f 5b 6l 7e 8j 9a 10g
Лишние: c, h

4 Задания на множественные соответствия (Multiple matching)

1

1a 2b 3b 4a

2

Ответы в тексте: b, c
Примерный вопрос: *How were the children coping after having been abandoned?*
Возможны и другие формулировки этого вопроса.

3

1d 2f 3b 4a 5c
Лишняя: e (В отрывке 3 встречается слово 'lonely', но оно не имеет отношения к чувству одиночества).

4

1e 2a 3d 4b
Лишние: c (в тексте нет информации о том, что Dobevo был разработан в Швеции);
f (в тексте рассматриваются проблемы, а не «сюрпризы»).

5

1 c (лексика, связанная с погодой)
2 a (повелительное наклонение, лексика, связанная с приготовлением пищи)
3 c (названия знаков Зодиака)
4 d (лексика, связанная с аэропортом – flight, gate, passengers).
Лишний: b

6

1f, i 2a, h 3b, c 4e, g
Лишний: d

7

Текст 1: b, c, f (все три пункта касаются науки и экспериментов)
Текст 2: a, d, e (все три пункта касаются литературы)

8

Текст 1: g, i
Текст 2: j, k
Лишний: h

9

a, c, f

10

1c, f 2e, g 3b, i 4d, h
Лишний: a

11

1i 2b 3c 4c 5d 6f 7a 8h
Лишний: g

12

1c, g 2d, i 3f, k 4b, j 5a, l
Лишний: e, h

5 Установление логической последовательности (sequencing)

1

Текст 1: трудно расположить в логическом порядке (каждое предложение может быть началом текста).
Текст 2: D-A-C-F-G-B-E
Слова, которые помогли выполнить задание: союзы (*but, however*); местоимения (*they, it*)

2

B-E-D-A-F-C

Черты: предсказуемая структура текста (аргументы «за» и «против»); слова и выражения: *however, ultimately*

3

Первое предложение: D (представляет действующее лицо и факты из его жизни – *I was born*, также сообщает место действия – *Hasodzi in Ghana*)
Порядок предложений: D-B-A-C

4

b

Подсказки в тексте:

Лексика: *The picture, captured by a high-speed camera; seen so far only by; that form the thought; 250 miles per hour; this extraordinary glimpse; slow motion*
Форма: второе предложение начинается со слов *The picture ...*, поэтому первое предложение должно содержать какую-то информацию о какой-либо фотографии/картинке.

5

D-A-C-B

Последнее предложение: 1

6

A c-b-d-a
B a-c-b
C b-c-a
D c-b-a

Порядок отрывков: A-C-B-D

Последнее предложение: 2

7

Примеры продолжения предложения:
... the frequent idea that a postgraduate study might be a good solution./... the growing number of people who consider continuation of their study.
Другие варианты также возможны.

8

Предложение 1 – в конце текста.
Предложение 2 – после первого предложения.
Другие варианты также возможны, например, предложение 2 может следовать за вторым предложением в тексте.

9

1 So reluctant
2 Yet
3 Indeed

10

D-B-C-E-A-F

11

C-A-G-E-B-F-D

12

1l 2B 3F 4D 5J 6G 7A 8C 9(H) 10E

Выполнение лексико-грамматических заданий

1 Задания на восстановление в тексте пропущенных слов (Open cloze)

1

1 in (предлог), doing (герундий)
2 whole (часть устойчивого словосочетания, зд. существительное), than (союз)
3 emergency (существительное), on (предлог)
4 being (причастие 1), that/which (относительное местоимение)

2

1 over (частица)
2 on (предлог)
3 elderly/old/eccentric, etc (прилагательное)
4 to (частица, часть инфинитива)

5 had (вспомогательный глагол)
6 with (предлог)
7 that (союз)
8 to/for (предлог)
9 ran (глагол)

3

1 take 2 surprise 3 at 4 cool 5 run
6 taken/made 7 impact/influence 8 at
9 do 10 in

4

1 had 2 a 3 like 4 such 5 was
6 the/her 7 for 8 been 9 can 10 to
11 would 12 being 13 been 14 better

5

Задание открытого типа

6

1 More 2 likely/willing 3 Although
4 also/still 5 as/because/since 6 lose
7 hard/difficult 8 if 9 food 10 on 11 to
12 large/huge/such 13 age
14 from/against 15 But 16 are
17 reach/approach 18 time 19 cutting
20 habits 21 as

2 Задания на множественный выбор (Multiple choice)

1

1 to have hidden
2 in spite of/despite
3 endangered/common/interesting
4 put you up
5 risen/gone up/been raised/been put up

2

1b 2d 3c 4b 5c

3

Неверные ответы (потому что они очень сильно отличаются от остальных или являются прямым переводом с русского):
1d 2c 3c 4b 5d 6a
Правильные ответы: 1a 2d 3b 4c 5b 6c

4

Неверные ответы (грамматические ошибки): 1c, d 2a, b 3d 4b, c, d 5a, c
Правильные ответы: 1b 2c 3b 4a 5b

5

Задание открытого типа

6

1d 2d 3b 4a 5c 6b 7c 8a 9b 10c
11a 12d 13b 14a

3 Задания на употребление правильной глагольных форм

1

1 to pay (*infinitive*)
2 was paying (*Past Continuous*)
3 being paid/to be paid (*passive gerund/ passive infinitive*)
4 Paying (*gerund*)
5 to have paid (*perfect infinitive*)
6 pay (*infinitive without 'to'*)
7 be paying (*continuous infinitive without 'to'*)
8 have been paid (*perfect infinitive without 'to'*)
9 had paid (*Past Perfect*)
10 would pay (*Future in the Past*)

2

1 was standing 2 was looking 3 heard
4 stopped 5 were wondering 6 had come
7 glanced 8 had been watching 9 was
10 was going 11 had never noticed
12 thought 13 could 14 would please
15 saw/had seen 16 drew/was drawing
17 decided 18 knew 19 would find
20 rushed 21 was 22 didn't hurry
23 would be 24 wouldn't find 25 entered

- 26 seemed 27 was coming 28 broke/had broken 29 hid 30 waited/was waiting 31 stopped 32 got 33 were carrying 34 had 35 had met 36 was walking 37 stumbled 38 fell 39 fell 40 realised 41 had seen 42 had been wanted 43 had committed 44 were 45 couldn't 46 stepped

- 3**
 1 calling (gerund after some expressions)
 2 to learn (infinitive after modal verbs)
 3 being interrogated (passive voice and like + gerund)
 4 have been seen (perfect infinitive)
 5 Being robbed/Having been robbed (passive gerund as the subject of the sentence)
 6 to convince (fail + infinitive)
 7 to be floating (seem + infinitive and continuous infinitive)
 8 to regret (make sb do sth, here in passive voice sb was made to do sth)
 9 trying (see sb doing sth)
 10 cheating (gerund after preposition)

- 4**
 1 looked/seemed (to be)
 2 have become/have been
 3 must/may have fallen 4 remembered
 5 It's no use 6've eaten 7 moving
 8 It's high time/It's about time
 9 standing/sitting/working 10 investing in
 Возможны также иные варианты.

- 5**
 1 was getting 2 accelerated 3 was going
 4 to find 5 had lived 6 remembered
 7 searching 8 hiding/hidden
 9 being carried 10 was hoping/hoped
 11 would find 12 looking 13 to find
 14 seemed 15 to have been lost
 16 had been 17 announced 18 glittering
 19 noticing 20 looked 21 deserted
 22 had stayed 23 was greeted
 24 take/should take/took
 25 have been working/have worked 26 rose
 27 had apparently been amputated
 28 going 29 to turn

4 Задания на трансформацию (Sentence transformation)

- 1**
 1 Despite feeling ill Tina enjoyed the party. (in spite of, but, even though)
 2 I'm not allowed to go to all-night parties. (make)
 3 Never did she realise that her father was a secret agent. (not only, no sooner, hardly, seldom)
 4 Mary said that she was sure he would be there on time. (изменение времени, местоимений, наречий времени, таких как: here и this)
 5 If he had better manners, he would be more popular./If it wasn't for his bad manners, he would be more popular. (2-й тип условных предложений: другие типы: 0, 1-й, 3-й и смешанный)
 6 She can't have forgotten your phone number. (форма инфинитива зависит от времени, к которому относится глагол)

- 2**
a
 had better + bezokolicznik bez to it's high time + sb + Past Simple to be bound to in order to, out of order in spite of no sooner + Past Perfect (inwersja) + than + Past Simple I'd rather + sb + Past Simple

- b**
 1 You'd better learn more instead of watching TV.
 2 It's high time you started looking for a job.
 3 The concert is bound to be fantastic.
 4 I went to the Ministry in order to inquire

- about the latest regulations.
 5 In spite of her poor English, she manages to communicate./In spite of her English being poor, she manages to communicate.
 6 No sooner had John left the office than his wife phoned.
 7 I'd rather you didn't insist on going there so much.

- 3** Примерные ответы:
 1 If I were a bird, I would fly over the mountains.
 2 In spite of my headache I went to the cinema.
 3 If it is supposed that the missing ship sank off the coast of Florida.
 4 The more you eat, the fatter you get.
 5 Provided that the weather improves, we will try to climb the peak.
 6 As soon as he comes, we will have lunch.
 7 Hardly had I got into the bath when the phone rang.
 8 Having heard about the arrests he got really scared.

- 4**
 1
 a They put off the ceremony ...
 b The ceremony was postponed ...
 c The earthquake made them postpone the ceremony./The earthquake forced them to postpone the ceremony.
 d The ceremony was postponed due to the earthquake./Due to the earthquake, the ceremony was postponed.
 2
 a He has a lot of experience in driving/as a driver so ...
 b If he wasn't/weren't an experienced driver, he would have been afraid of ...
 c Being an experienced driver, he wasn't afraid of ...
 d He is such an experienced driver that he wasn't afraid of ...
 3
 a I think you oughtn't to tell her the truth./ I think you'd better not tell her the truth.
 b I think you should lie to her.
 c I think you shouldn't be honest with her./ I don't think you should be honest with her.
 d I think you'd better not tell her the truth.

- 4**
 a Although he played very well, he didn't manage/failed to win.
 b He played very well but he wasn't able/failed to win.
 c However well he played, he didn't manage/failed to win.
 d No matter how well he played, he didn't manage/failed to win.
 5
 a We received little advice from our teachers.
 b Our teachers didn't give us much advice./Our teachers gave us little advice.
 c Little advice did we receive from our teachers.
 d Our teachers didn't advise us a lot.

- 5**
 1 Having watched a lot of Charlie Chaplin films she decided to become an actress.
 2 The fact that she had amazingly good looks helped her to be discovered by a Hollywood agent.
 3 If it hadn't been for their help, she would never have achieved so much.
 4 In spite of (having) some problems with her spine, she served with the American corps in Europe as a nurse.
 5 However hard she tried to get some more serious roles, she never managed to star in anything but comedy.
 6 Everyone put the blame for their divorce on her./Everybody thought she was to blame for their divorce.
 7 ... but it was Sharon Morton who/that got it instead.
 8 She couldn't put up with the constant interest of the media.
 9 A nervous breakdown and serious heart disease were caused by the pressures of

- the film industry and the death of her beloved mother.
 10 The more heavily she drank, the fewer friends she had.
 11 In 1980 she had her biography written by a journalist.
 12 She would have been capable of working more if she had been given the chance.
 13 ... what the initial in her name stands/stood for.
 14 Neither her family nor her friends turned up at/came to/appeared at the cemetery.

5 Задания на словообразование (Word formation)

- 1**
 Both teachers (существ.) and parents are now beginning to see that stress-free (прилагат.) education (существ.) is not necessarily (наречие) a wonderful (прилагат.) idea. Actually (наречие), many find the relaxed (прилагат.) atmosphere at schools annoying (прилагат.), if not unacceptable (прилагат.). Children learn certain basic (прилагат.) values such as responsibility (существ.), sense of obligation (существ.) and loyalty (существ.) in their childhood (существ.). The acquisition (существ.) of these is largely (наречие) facilitated not by equality (существ.) and partnership (существ.) with the child's elders (существ.) but by wisely (наречие) applied discipline, where the child feels loved (прилагат.) and respected (прилагат.) but simultaneously (наречие) learns to respect others. Extreme leniency (существ.) often results in the child's refusal (существ.) to cooperate (глагол), and then restoring (герундий – gerund) day-to-day working relationships (существ.) becomes a painful (прилагат.) task. However, discipline is not supposed to mean terrorising (герундий – gerund) kids or abusing their rights. It should be understood as a healthy (прилагат.) combination (существ.) of sensible (прилагат.) requirements (существ.) and tolerance (существ.) towards inevitable (прилагат.) mistakes.

- 2**
 1 flammable (прилагательное)
 2 friendliness (существительное)
 3 disastrous (прилагательное)
 4 confidential (прилагательное)
 5 economical (прилагательное)
 6 gracefully (наречие)
 7 spacious (прилагательное)
 8 speechless (прилагательное)
 9 numerous (прилагательное)
 10 shortage (существительное)

- 3**
 1 improbable (прилагательное)
 2 misunderstood (3-я форма глагола Past Participle)
 3 ex-wife (существительное)
 4 inaccurate (прилагательное)
 5 oversleep (глагол)
 6 disapprove/disapproved (глагол)
 7 regained (глагол)
 8 misspells (глагол)
 9 extraordinary (прилагательное)
 10 replace (глагол)

4 Задание открытого типа

- 5**
 1 prevention 2 Scientists 3 effectiveness
 4 impressive 5 considerable
 6 undoubtedly 7 massive 8 economic
 9 impatiently 10 successful
 11 unpredictable

6 Задания на частичный перевод

- 1**
Примерные ответы:
1 что-нибудь такое же вкусное как
2 что помогает предотвратить
3 примерно такое же
4 использовалось в течение
5 только недавно
6 не могли быть вычесены/не заживали
7 говорят, что
8 с того момента, когда она сильно обожглась
9 другой (рукой)
10 так больно, что я не могла се вытащить
11 ей сказали прийти еще раз
12 я и не подумала идти
- 2**
1 I had never eaten (*Past Perfect vs Past Simple*)
2 doesn't bring (*money* как неисчисляемое существительное)
3 have always been (*Present Perfect c always*)
4 you started to (it's (*high time* + *Past Simple*)
5 It is believed (*Passive voice*)
6 should have called/phoned (модальные глаголы в прошедшем времени)
7 Very few (исчисляемые и неисчисляемые существительные)
8 which makes this work (относительные местоимения)
9 if I were/was (2-й тип условных предложений)
10 used to swim (употребление *used to*)
11 have been in love since (*Present Perfect c since*)
12 order to tell you (союз)

3
Задание открытого типа

- 4**
1 which was very nice
2 couldn't stop eating
3 I'm not allowed
4 don't mind
5 as long as I don't I make
6 a painter/an artist
drawing/painting/draw/paint
7 used to being watched/to people watching them
8 you had come
9 could have seen
10 who is said to be
11 unless he has to
12 will be able to

Письмо

Общие замечания

- 1**
1c 2d 3g 4b
От наиболее официального и наименее официальному: 3, 4, 2, 1
- 2**
c (включает напоминание: *As you probably remember ...* и две детали внешнего вида)
- 3**
b (передает информацию, которая требуется в задании, и использует нейтральную лексику для выражения разочарования)

Примерные ответы:
1 I'm sorry to say this, but I don't think that hairstyle suits you.
2 I thought that last Polish film was pretty awful.
3 I'm really excited about our holiday plans.

4
Примерный ответ:
... There are six people in my family: my parents, two brothers and one sister. Both my parents work at school. My mother is a history teacher and my father works as a doctor.

5
Примерный ответ:
... It is made of wood combined with stone. The windows are exceptionally tiny and the doors are very narrow. It stands on a hill, all alone, swept by icy winds.

6
Примерный ответ:
(*podkreślono zwroty zmienne lub dodane*)
My experience as an English teacher is based on my two final years of secondary school. First I taught my neighbour's five-year-old son. Next I found a job with the local kindergarten teaching a small group. After these two kinds of teaching experience I realised that I would like to become a professional teacher one day.

Письмо. тексты прагматического характера

1 Короткие тексты прагматического характера

- 1**
1 c (Эта главная цель написания текста, но а) и б) также выражены в тексте)
2 b
3 a
- 2**
1b 2a 3d 4c
- 3**
1 b (1a содержит мало информации о пребывании, известно только, как был проведен 1 день)
2 a (2b не содержит информации о том, чем вы занимаетесь)
3 a (предложение 3 b не содержит обобщения, а говорит только о вчерашнем дне)
4 b (в предложении 4a не отражена та часть задания, где говорится о причинах)

4
Примерный ответ:
Dear Sir or Madam,
I would like to know more about the planned [Metallica] concert in Poland mentioned in your paper today. First of all, I would like to know if it has already been decided when the concert will take place. Second, could you tell me in which city in Poland it is to take place? My last two questions are about tickets: what is their suggested price, and is it possible to book them now? I would be very grateful for your help.
Yours faithfully,
XYZ

5
Примерный ответ:
1 6th May 2001, school hall, exhibition of photographs showing British cities, organisation and display
2 2000, local district club, concert of Irish folk music, organisation
3 hard-working, energetic
4 learning as much as possible about the British culture/finding a sponsor/finding an appropriate place

6
It is small and black, with golden letters on the cover. I probably left it under the desk in the front row of the lecture hall yesterday. I can't live without it, so help me find it please! If you have any information, contact me on ...

7
Примерный ответ:
Hi Jim,
I've got some advice about the place. To enjoy your stay at my place, please

remember to do or not to do these things:
1 Don't listen to loud music after 10 p.m.
2 Don't let strangers into the flat.
3 Remember to feed the fish every day.
4 Wash up and clean the flat at least once a week.
Have a nice stay,
XYZ

2 Длинные тексты прагматического характера

- 1**
1 c, e 2 b, h 3 d, g 4 a, f
- 2**
1 ... the exact dates when the students arrive and depart/when exactly the students will arrive and depart
2 ... whether there are any people among them who have already been to Russia
3 ... if any of them are vegetarians or perhaps on a special diet
4 ... we would be very much interested in any special requests or wishes concerning their stay they may have
- 3**
Примерные ответы:
1 Only rich people and those living in big centres will be able to pay for their education.
2 People living in the centres of big cities are not automatically very intelligent or talented.
3 There may be not enough people interested in some very important disciplines of study.
4 There will certainly be fewer people who have enough money to invest in their education.

4
Примерные варианты изменения отрывков 1-4:
1 Soon after I brought it home and switched on, it stopped working altogether. It still does not work as the CD does not move and there is no sound.
2 I must admit that I am very disappointed with the quality of products offered on sale in your shop.
3 I had planned to buy a CD player a long time ago and spent an entire year's savings on it, as well as on a shelf to put it on.
4 Taking into consideration all the money I spent and my personal frustration, I hope you will refund the CD-player and offer another one free as compensation.

Примерные варианты начала и окончания письма:
I am writing to complain about the CD-player which I bought in your shop two days ago.
Yours faithfully,
(128 слов)

Возможны также и другие варианты, см. образцы писем и рекомендуемый языковой репертуар, стр. 146-147.

5
Примерные ответы:
a I've been here for three days and I love it, even though it's not perfect.
b What I really like is where we live. In fact, it's a castle with a couple of towers, ancient gates and a moat. The rooms are modern and have huge bathrooms.
c The course is a great chance to meet people from, for example, Turkey, Lithuania etc. I'm sure we'll make friends soon.
d But the schedule is packed with classes in the morning and in the afternoon. Just think: we even have classes after supper.
e Another minus is food, which is not to my liking. Yesterday and today they served the same, so it's rather monotonous.
f All in all, I'll survive. And what are you up to? (127 слов)

- 6**
 1 As for clothes ...
 2 ... typical summer things ...
 3 Another important point is money
 4 ... travellers' cheques rather than cash
 5 ... dangerous to carry ...
 6 The places worth visiting ...
 7 ... and many museums.
 8 If you are interested in ...
 9 ... go for/on long walks ...

7
 Задание открытого типа; структуру и стиль письма см. Образцы писем и рекомендуемый языковой репертуар, стр. 146–147.

Письмо

1 Рецензия

- 1**
 Предлагаемые стратегии:
 1 b (информация о книге может помочь аргументировать то впечатление, которое книга на нас произвела).
 2 b (противоречивое мнение о сериале может помочь раскрыть положительные и отрицательные его стороны).

2
 В рецензию не нужно включать то, что не относится к описанию или оценке объекта рецензии: «когда вы впервые увидели этот сериал» и «описание других фильмов, поставленных этим режиссером».

3
 Обе модели верные; вторую модель можно считать более удачной, т.к. в ней четко разделяются описание и оценка.

4
 Примерный ответ:
 Now that the series has found its way to Russian viewers, it is worthwhile to consider its relevance to our context and present its strengths and weaknesses.

5
 Фразы, выражающие мнение: 'lovely'; '(and not fully convincing)'; 'Barbie-like'; 'funny'; 'The film's biggest asset'; 'everybody would eagerly identify with'; 'superb'.
 Вариант замены на более нейтральную фразу: 'The film's cast is led by ...'.
 Остальные фразы можно опустить.

6
 Perhaps not all the characters and situations in Ally McBeal are equally credible or particularly meaningful to the British viewer. However, the series appeals to our intelligence and sense of humour, and its impact is strengthened by the original soundtrack by Vonda Shepard.

7
 Задание открытого типа.

2 Сочинение-описание

- 1**
 Тема 1: требует описания места и объяснения, почему мы хотим туда вернуться.
 Тема 2: требует описания человека и объяснения, почему эта личность является самой интересной из тех, кто нам встретился в жизни.
 Тема 3: требует описания человека и объяснения, почему мы хотим с ним дружить.

2
 Задание открытого типа.

3
 Самым лучшим является вариант 'c': он соответствует теме, показывает черты

личности и делает предположения относительно значимости этого человека.
 Вариант 'b' отходит от темы ('dramatic circumstances in my life'), вариант 'a' слишком хаотичен.

4
 1c 2a 3b

- 5**
 1 ... was transformed into an emblem of youthful courage.
 2 Barbara's lifestyle was anything but unusual.
 3 ... the cheerful chatter of voices in her garden.
 4 ... our neighbourhood was flooded with appeals for help ...
 5 ... she took home a refuge family, complete with two new-born babies.

6
 moved – have moved; although – but; will – would; unless – if; she – her; usual – ordinary; human – humanity; look – show; slay – become; instead – indeed

7
 Задание открытого типа.

3 Сочинение-повествование

1
 Тема 1: a, c Тема 2: d, f Тема 3: b, e

2
 Сюжет с наиболее подходящим, т.к. он создает напряжение.
 Сюжет а скучен и не очень вероятен.

3
 Первый абзац начинается словами: '... bit by bit ...'
 Второй абзац заканчивается словами: 'A final prayer.'
 Третий абзац – до конца текста.

4
 Задание открытого типа.

- 5**
 a – может следовать за предложениями 8 или 9 в тексте
 b – за предложениями 2 или 3
 c – за предложениями 5 или 6
 d – за предложениями 1, 2 или 10
 e – за предложениями 9 или 10

6
 scary – frightening; go – wade/fight my way; going – running/pouring; was going – would turn up/could be hoped for; sound – splash; going – reverberating/pounding; scared to death – petrified; really didn't know – hadn't the faintest idea; to go – to set my foot/to direct my steps

Варианты использования более длинных предложений:
 It was so frightening to fight my way through the crocodile-infested swamps with sweat running down my face, when nobody could be hoped for to my rescue! As there was another splash of heavy footsteps pounding behind me, I was petrified and did not have a clue where to turn.

7
 Задание открытого типа.

4 Эссе

1
 Возможность непосредственно высказать свое мнение: темы 2 и 3.

- 2**
 Примерные ответы:
 1 Fighting for an attractive job is very stressful.
 2 Participating in cultural events can be very expensive.
 3 Streets are overcrowded and there are a lot of traffic jams.
 4 Big cities can be very dangerous.

3
 Лучшая модель: B (четыре абзаца: введение, аргументы «за», аргументы «против», заключение/подведение итога).
 Худшая модель: B (слишком много абзацев)

4
 Варианты ответов можно найти в эссе из упражнения 5.

5
 Примерный ответ:
 ... However, it is up to each of us to decide whether to live in a big city despite its problems, or to stay away from it despite its attractions.

6
 1c 2c 3d 4b 5f 6a

7
 Задание открытого типа.

Часть III

Грамматика в упражнениях

1 Артикли

- 1
1 the 2 the 3 a 4 - 5 the 6 the 7 a/the 8 a 9 the 10 a 11 a 12 - 13 - 14 The 15 an 16 the 17 the 18 a 19 the 20 - 21 - 22 The 23 an 24 The 25 the 26 the

- 2
1 another 2 some 3 enough, all 4 any/many 5 much 6 some/a few 7 no 8 some
a) some/a little b) a lot of c) all d) many e) all f) little g) few h) a

- 1c 2h 3b 4a 5f 6g 7d 8e

- 3
1 some/many, many, little, many/some/other, some, enough/a lot
2 much/enough/a lot/of/any, both, neither, much
3 few, another, other
4 all, the other, both, much

- 4
1 The 2 the 3 some/most 4 one 5 most 6 all/most 7 the 8 the 9 the 10 few 11 the 12 The 13 the 14 the 15 other 16 The 17 the 18 few 19 their 20 much/some 21 the 22 a 23 the 24 the 25 the 26 its 27 the 28 some 29 other/some 30 the 31 The 32 another 33 the 34 The 35 the 36 a 37 the 38 the

2 Определительные придаточные предложения.

- 1
1 A postman is a man who delivers letters.
2 A washing machine is a machine you use to wash clothes.
3 New Year is the time when you get a lot of presents.
4 A hospital is a place where you go when you are ill.
5 A calculator is a device which can do sums very quickly.

- 2
1 -/whom/who/that 2 where 3 .whose ... Scottish, 4 - 5 that 6 why 7 .whom/who ... much, 8 who

- 3
Задание открытого типа.

- 4
1 what 2 that 3 what 4 which 5 that 6 which 7 What 8 that

- 5
1 The company my husband invested a lot of money in/in which my husband invested a lot of money went bankrupt.
2 This is John Stewart, who runs the best restaurant in town.
3 The dentist had to pull out one of my front teeth, which gave me a shock.
4 Miriam, whom you met at Steve's birthday party, is going to have a baby.
5 The area they come from is quite affluent.
6 The price of petrol(.) which is imported from the Middle East(.) is rising all the time.
7 The person we are looking for should be familiar with current word processors.
8 I think this may be the best book (that was) published this year.

- 6
1 This actor, whom we've always admired, starred in a new film.
2 He lost the keys for the second time, which made me lose my temper.
3 My first important concert was in Prague, where I sang for a hundred thousand people.
4 Mr Brown, whose son is in the navy, is an important figure in the government.
5 Iced coffee is what I like most./What I like more than anything else is iced coffee.
6 I married a very handsome guy who had won a few beauty contests for men.

3 Времена и видовременные формы глагола

- 1
1 is thinking 2 Don't you think 3 don't understand 4 saw 5 is 6 doesn't eat 7 has been 8 have heard 9 has changed/has been changing 10 always comes/is always coming 11 is walking 12 have been 13 went 14 has helped 15 took 16 have you fallen 17 have been seeing 18 spend/have spent/have been spending 19 went 20 did/are doing

- 2
1 was preparing 2 knew 3 would be/was going to be 4 didn't realise 5 would be/was going to be 6 was 7 felt 8 had arranged 9 was 10 would have 11 turned out 12 had apparently forgotten 13 would have to/had to 14 was (going) to land/was about to land 15 was approaching 16 hit 17 had never opened/never opened 18 landed 19 didn't manage 20 came 21 had had 22 hadn't made

- 3
1 am having 2 are getting 3 is going to have 4 am going to watch 5 will carry 6 will be

- 4
1 will never marry 2 will have worked/will have been working 3 will be watching 4 Will you help 5 will you have seen 6 will be driving 7 will spill

- 5
1 have been waiting 2 thought 3 would go 4 didn't turn 5 have been fighting 6 broke 7 was driving 8 had to 9 breaks 10 Aren't you going to buy 11 like 12 have had 13 have always been 14 don't have 15 am driving 16 has gone/went 17 is coming 18 will have to 19 had 20 bought 21 was being repaired 22 turned 23 had been stolen 24 wasn't 25 were 26 had stolen 27 thought 28 would be arrested/was going to be 29 didn't tell/haven't told 30 has already started

- 6
1 haven't seen 2 are you going 3 am visiting 4 has had 5 are you going to call 6 don't know 7 have been discussing 8 got 9 has been looking/has looked 10 has been working/has worked 11 is going to collapse/will collapse 12 Will you be visiting/Are you going to visit 13 have always liked/always liked 14 used to bake/baked/bakes 15 were playing 16 broke 17 stole 18 had made 19 thought 20 would be 21 will like 22 will be 23 are going to celebrate/are celebrating/will be celebrating 24 haven't decided 25 will just invite 26 Will you come 27 am going to work/am working/will be working 28 starts/will be starting 29 am flying 30 will enjoy

4 Модальные глаголы

- 1
1 Can/Could/Will/Would 2 must/have to/'d better/should 3 can't 4 mustn't/can't/shouldn't 5 don't have to/needn't

- 2
1 Could 2 was able to 3 can't 4 was able to/could 5 can

- 3
1 mustn't 2 must/needn't 3 mustn't 4 needn't 5 mustn't 6 needn't 7 must/needn't 8 must/needn't

- 4
Примерные ответы:
1 She should prepare better for the re-sit.
2 They should be more strict with their sons.
3 He'd better stop smoking.
4 They ought to buy a new one.

- 5
Примерные ответы:
1 He must be in love. He must have known his fiancée for a long time.
2 They must/should be very proud of themselves. They must have trained very hard.
3 He must be very angry with his boss. He may have stolen something from the office.
4 She will probably go to a dentist. She may have eaten too many sweets.

- 6
1 used to spend/would spend 2 had to help/used to help/would help 3 used to hate 4 didn't need to take/needn't have taken 5 had to find 6 used to smoke/would smoke 7 had to ask/used to ask/would ask 8 didn't need to buy/needn't have bought

- 7
1 Would/Will/Could/Can 2 can't/mustn't, must/have to/should 3 used to 4 Shall I/Would you like me to 5 May/Can/Could 6 should/'d better 7 had to 8 have to/must 9 don't have to/needn't 10 don't have to/needn't

- 8
1 should've studied/ought to have studied, would've passed/could've passed 2 must have put 3 can't be 4 needn't have brought 5 was able to see

- 9
1 Does he have to be invited to ... 2 They may/might not have noticed the road sign ... 3 You should've/ought to have taken more ... 4 My father used to/would eat ... 5 You oughtn't to/shouldn't work so hard./You'd better not work so hard. 6 You must have had a very good time ... 7 I didn't need to/have to show my ... 8 We'd better leave before ... 9 It can't/couldn't have been a poisonous ...

- 10
1 They may arrive ... 2 The weather should be ... 3 He can get really ... 4 Shall I make you ... 5 You'd better not wear red ... 6 His lecture is bound to be very ... 7 Susan simply would not listen to her father's ... 8 This will be the postman. 9 He could have won but he ...

5 Условные предложения и предложения с 'wish'.

1

1b 2a 3b

2

- If I study hard, I'll pass all my exams.
- If the weather is nice, we'll go on a trip.
- If too many people smoke, I'll leave the party.
- If the rain doesn't stop, there'll be a flood.
- If you don't call a doctor, you'll get seriously ill.

3

- Директор – к настоящему
- Король/премьер – к настоящему
- Ирок/тренер – к будущему
- Ребенок – к будущему

в

Задание открытого типа.

4

- If I won, I'd get a new bike.
- If my school was smaller, I would know more people well.
- If the car breaks down, we won't catch the train.
- If I studied law, I would have to spend a lot of time learning by heart.
- If I earn some money during the holidays, I'll buy a computer.
- If I didn't have to study, I could go to a concert with my friends.

5

- If I hadn't missed the train, I would have seen the concert. (третий)
- If I move to another town, I'll lose my friends. (первый)
- If I had a car, I would give you a lift. (второй)
- If I hadn't had an accident, I wouldn't have been taken to hospital. (третий)
- If the weather at the seaside is fine, crowds of people go there. (нулевой)
- If I hadn't left the window open, the house wouldn't have been broken into. (третий)
- If I used sugar, I would have some at home. (второй)
- I would call him if he wasn't busy now. (второй)

6

- If people hadn't hunted whales for centuries, the whale wouldn't be an endangered species.
- If people didn't like being scared, thousands of horror films wouldn't have been produced.
- If Britain wasn't an island, it would have been invaded during the First and Second World War.
- If astronauts hadn't landed on the moon, we wouldn't know that there's no life there.
- If Bill Gates hadn't set up Microsoft, he wouldn't be one of the richest people in the world.
- If the United States wasn't/weren't a rich country, it wouldn't have been able to help European countries during the Second World War.

7

- unless
- if
- in case
- if
- in case
- unless
- unless
- in case
- if
- unless

8

- ... you lived closer.
- ... you hadn't lost.
- ... you didn't have to leave so early.
- ... it would stop raining at last.
- ... I could play bridge.
- ... I hadn't given away my old books.

9

Примерные ответы:

- I wish I was/were taller.
- I wish I hadn't argued with them.
- I wish they would stop playing this music.
- I wish summer would come.

- I wish I spoke/could speak French.
- I wish I had had my teeth checked regularly.
- I wish I could swim better.
- I wish he wasn't in love with me./I wish he would stop loving me.
- I wish he would stop crying.
- I wish I had some friends abroad.

10

- I'll buy an extra bottle of wine in case the Stuarts come for dinner.
- Unless John needs his computer, you can use it.
- If a passer-by hadn't taken me out of that burning car, I wouldn't be alive.
- Had I known about their anniversary, I would have bought some flowers.
- If it weren't for the weather, we wouldn't have been able to get to the top of the mountain.
- I wish I hadn't decided to study law.
- As long as you work regularly six hours a day, you'll get this job finished on time.
- Supposing you won a trip to any place in the world, where would you go?

6 Пассивный залог

1

- OK
- OK
- Violence in our town must be stopped.
- OK
- My umbrella has just been stolen.
- The main entrance to the university is going to be redecorated.
- OK

2

- I had my hair cut.
- My mother must have the kitchen painted.
- The headteacher has had his letters typed.
- Beecham is having his new book translated into French.
- I had a new dishwasher and an electric oven installed in my kitchen.
- The government will have the constitution translated into all major languages.
- John is going to have his car repaired/checked.
- Professor Jones is having his memories of the Second World War typed.

3

- China is known to have the largest population in the world.
- Peter is said to speak Chinese and Vietnamese fluently.
- The reporter is thought to have been kidnapped by local guerillas.
- The miners' strike is reported to be spreading.
- The accident is thought to have been caused by a drunken driver.
- Birds were said to have been attacking people at sea.
- The Earth was believed to be flat.
- The Beatles are believed to have split because of financial conflicts.
- The contagious bug is supposed to have been brought to Poland by seamen.
- Columbus was thought to have found a passage to India.

4

- Some fruit juices are believed to have been produced from contaminated fruit.
- I have never been spoken to like that.
- I had my old books removed.
- The participants must be given more information about the project.
- The missing tourists are still being looked for.
- My parents will have their washing machine repaired.
- We are taught French and English by native speakers.
- Nothing has been done to solve the problem.
- You should've been helped with the report.
- Will you be paid enough for this job?

- Some politicians are thought to have been elected by mistake.
- Another English teacher is going to be employed.
- I was told to lose weight.
- I will have my living room redecorated.
- The students' good will must be relied on.

5

Experts have constructed a car which doesn't pollute the air. It is powered by a sun battery. On sunny days the battery is recharged by sunlight and this energy can later be used on rainy or cloudy days. It is believed that in this way the smog in big cities can be reduced and the air can be made cleaner. Unfortunately, the car is quite expensive because of its experimental design and the cost of the battery itself. However, it is hoped that it will be produced on a massive scale in the next decade.

6

A woman died yesterday in a suburb of Vienna after being subjected to a ritual satanic abuse. Four suspects were arrested. The police arrested four suspects in connection with her death. Her death was most probably caused by a ritual attempt to drive evil spirits from her body. The woman was admitted to hospital in a coma on Friday night; according to reports, her body was covered with knife wounds and numerous burns. She died shortly afterwards. The four suspects appeared in court yesterday, and after making a statement, two of them were freed.

7 Косвенная речь

1

- ... how much this pair of shoes is?
- ... how I can get to the police station?
- ... when the post office opens?
- ... what she has bought for Paul for his birthday.

2

- ... (that) Peter wasn't coming the next day because he hadn't finished his project.
- ... me not to smoke so much and drink more mineral water.
- ... (that) she couldn't concentrate when someone was talking next to her.
- ... how much I had paid for that/the umbrella.
- ... (me) where I had been all day and why I hadn't phoned.
- ... (that) he would like to talk to me that day, before it was too late.
- ... (that) someone must/would have to tell Mary the truth.

3

1b 2d 3d 4c 5a 6c

4

- He offered to tidy up if you didn't have the time.
- They regretted not seeing the exhibition/that they hadn't seen the exhibition.
- He ordered us to leave the building at once.
- He admitted being a bit aggressive towards her.
- He suggested going to the cinema tonight.
- She threatened to tell the head teacher, if he didn't stop bullying her.
- He reminded me that it was Jane's birthday the next day.
- He advised me to think more about my exams instead of girls and dates.
- She refused to go there because she was too busy.
- The teacher encouraged us to go on.
- She begged her mum to let her go and promised to be back before 10 p.m.
- He inquired if this was the 3 o'clock train to Glasgow?

5**Примерные ответы:**

Mary suggested going for a drink. Jane refused and explained that she had promised to help her mum prepare the party for her dad's fiftieth birthday. Mary admitted that Jane's dad looked much younger and inquired if he did any sports. Jane explained that he used to play tennis but he had had to stop because of his elbow. Jane invited Mary to the party. Mary accepted the invitation and offered to help. Jane said that there would be over sixty people at the party and Mary suggested using a catering company. Jane admitted that it was a good idea but that her mother wouldn't let anybody else make the birthday cake.

6

- 1 John apologised for ruining/having ruined my carpet.
- 2 Mary denied having told Joe anything about their relationship.
- 3 The man complained about the service.
- 4 The officer inquired about my current address.
- 5 John suggested going out that night.
- 6 Mary accused John of causing her death by telling her the news.

8 Инфинитив и герундий (-ing form)**1****Примерные ответы:**

- 1 ... me to cut down on sweets.
- 2 ... playing bridge.
- 3 ... their children to stay out too late.
- 4 ... people smoking.
- 5 ... their children to be aggressive.
- 6 ... younger siblings do work for them.
- 7 ... their employees to work hard.
- 8 ... to help us.

2

- 1 to turn off
- 2 to cheer/cheering
- 3 eating
- 4 coming
- 5 giving
- 6 trimming

3**Примерные ответы:**

- 1 ... damage/damaging the car?
- 2 ... leave/leaving the shop.
- 3 ... cheating.
- 4 ... enter/entering?

4

- 1 to shut
- 2 stealing
- 3 to leave, me work
- 4 to buy, to find
- 5 opening
- 6 skiing
- 7 me to drive, parking
- 8 buying, to give it away

5

- 1 ... to bring us a glass of water.
- 2 ... eating out.
- 3 ... to finish her computer course.
- 4 ... to work too much.
- 5 ... Tom to wash the car.
- 6 ... me stay out after 11 p.m.
- 7 ... seeing this film.
- 8 ... laughing when I listen to John.
- 9 ... being involved in the corruption scandal.
- 10 ... us to spend the whole day outside in the garden.

9 Предлоги**1**

- 1 on, in 2 at, at/during 3 in, - 4 on, in 5 -, at 6 at, at/before 7 on, at 8 On, in 9 in 10 at, -

2

- 1 in, among 2 in, under 3 along/up, towards 4 in, above/below 5 on, from/to, to/from 6 in, at 7 across/over, above 8 at, in 9 under/next to/by, on 10 in, near/on/by

3

- 1 in, on 2 at, in front, near/at/by 3 among, at 4 out of, along/towards 5 At, in 6 In, in

4

- 1 in 2 - 3 from 4 about/of 5 into 6 for 7 for 8 to 9 for 10 on 11 to 12 to 13 of 14 in 15 of 16 to 17 to 18 to 19 to 20 through

5

- 1 for 2 from 3 under 4 on 5 at 6 to 7 to 8 about 9 among 10 of 11 in 12 without 13 in/to 14 for

10 Словообразование**1**

a
существительные: journal – journalist, journalism; child – childhood; member – membership; king – kingdom; slave – slavery
прилагательные: fluent – fluency; loyal – loyalty; weak – weakness; generous – generosity; reluctant – reluctance
глаголы: produce – production; employ – employment, employer, employee; inhabit – inhabitant; dismiss – dismissal; cover – cover, coverage

b Задание открытого типа.**2**

a
modernise widen simplify industrialise revolutionise lengthen purify terrorize deafen

b Задание открытого типа.**3**

a
hope – hopeful, hopeless;
enjoy – enjoyable;
ambition – ambitious;
hair – hairy;
trouble – troublesome;
practice – practical;
atom – atomic;
history – historical, historic;
silk – silky;
care – caring, careful, careless;
explode – explosive;
fury – furious;
fool – foolish;
music – musical;
coward – cowardly;
hero – heroic;
impress – impressive;
harm – harmful, harmless;
child – childish, childlike;
revolution – revolutionary;
economy – economic, economical

b Задание открытого типа.**4**

- a** Проверьте по словарю.
b Задание открытого типа.

5

существительные: non-smoker, disagreement, inability, disorder, immaturity, discomfort
глаголы: disobey, untie, demotivate, uncover/discover, disconnect, decolonise
прилагательные: impossible, dishonest, immoral, illogical, irresponsible, non-violent

6

sense: sensible, sensibility, sensitive, sensitivity, insensitive, sensitise, sensual
critic: critical, critically, criticism, criticise

depend: dependent, dependant, independent, independence, dependable
comfort: comforting, comfortable, comfortably, uncomfortable
avoid: avoidable, unavoidable, avoidance
attract: attractive, attractively, unattractive, attractiveness, attraction
memory: memorise, memorable, commemorate, immemorial
office: officer, official, officially, unofficial
friend: friendly, friendliness, unfriendly, friendship

7

- 1 refusal
- 2 examinee
- 3 underpaid
- 4 disappear
- 5 deception/deceit, deceptive/deceitful
- 6 irresistible
- 7 endangered
- 8 ineffective
- 9 horrified
- 10 surprisingly
- 11 onlarge
- 12 popularize
- 13 shortage
- 14 anxiety

8

- 1 UNEMPLOYMENT is a big problem in small towns.
- 2 VEGETARIANISM is probably a healthier diet than one based on meat.
- 3 Most factories and offices have been COMPUTERISED.
- 4 The primary role of television is EDUCATION, not just providing ENTERTAINMENT for people.
- 5 Everybody admires the BEAUTY of this building.
- 6 SCIENTIFIC development in the last thirty years has been very fast.
- 7 People often think that having a good FRIEND is more important than love.
- 8 There is a lot of VIOLENCE among football fans after matches.

9

- 1 independence
- 2 helpful, sympathetic
- 3 guidance
- 4 disobedience
- 5 possessions
- 6 sexist
- 7 disabled
- 8 incomprehensible
- 9 irresistible
- 10 commemorates
- 11 lengthen
- 12 wisdom
- 13 admission
- 14 comparatively
- 15 withdraw
- 16 impatience
- 17 advisor

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Maximiser

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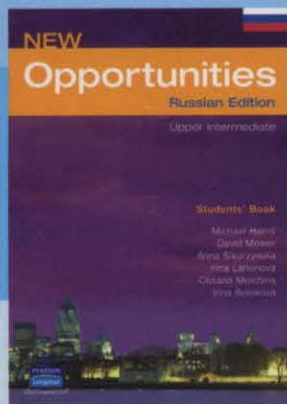
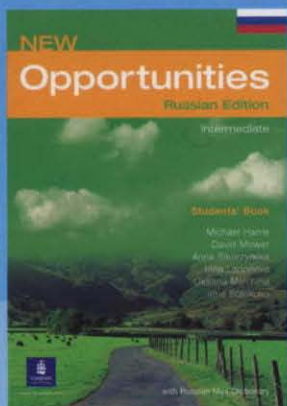
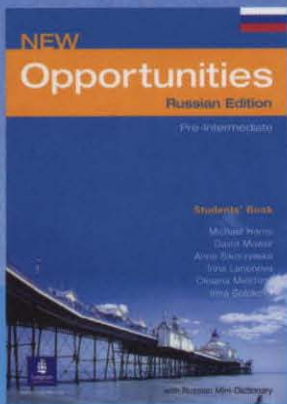
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