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АНГЛИЙСКИЙ ЯЗЫК

ЕГЭ–2021

ТРЕНИНГ

Все типы заданий

Учебно–методическое пособие



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Рецензент

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Пособие поможет при подготовке к выполнению устной и письменной
частей ЕГЭ по английскому языку.

Книга содержит:

- задания всех типов в формате ЕГЭ;
- дополнительные материалы и задания для систематизации знаний
и автоматизации языковых навыков и речевых умений;
- ответы ко всем заданиям;
- краткие методические рекомендации по подготовке к ЕГЭ, адресо-
ванные как учащимся, так и учителям.

**Аудиоприложение к разделу «Аудирование» размещено на сайте
издательства www.legionr.ru в свободном доступе (бесплатно).**

Материал пособия позволит выпускнику в сжатые сроки развить
языковые навыки и речевые умения, проверяемые на экзамене, научит
следовать рациональным алгоритмам выполнения заданий, а также помо-
жет выявить и ликвидировать возможные пробелы в знаниях.

Учебное пособие адресовано учащимся 10–11-х классов, планиру-
ющим сдавать ЕГЭ по английскому языку, а также учителям и методистам.

ББК 81.2 Англ

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Dear Students!

Вы решили сдавать ЕГЭ по английскому языку? Наша книга — эффективный помощник при подготовке к экзамену. Предлагаемые учебные материалы позволят систематизировать ваши языковые знания и развить коммуникативные умения, которые проверяются на экзамене.

В пособии представлены материалы, соответствующие формату и требованиям ЕГЭ. Разделы книги («Аудирование», «Чтение», «Грамматика и лексика», «Письмо», «Устная речь») обеспечат вас всем необходимым для качественной подготовки к экзамену и к восполнению возможных пробелов в знаниях.

В каждом разделе содержатся стратегии и алгоритмы выполнения заданий. Знакомство с ними позволит вам рационально организовать собственную деятельность как в ходе работы над учебными материалами, так и на самом экзамене.

В пособии даются подготовительные упражнения и рекомендации по их выполнению. В вашем распоряжении более 200 тренировочных упражнений и заданий в формате ЕГЭ, составленных в соответствии с нормативными документами единого государственного экзамена по английскому языку для 11-го класса.

Обратите внимание на то, что ко всем заданиям раздела 1 «Аудирование» предлагается **бесплатное аудиоприложение, размещённое на сайте издательства www.legionr.ru**. При работе с аудиоматериалами мы рекомендуем обращать внимание на тот или иной тип задания (задание на понимание основного содержания прослушанного текста, задание на понимание в прослушанном тексте запрашиваемой информации или задание на полное понимание прослушанного текста), предполагающий использование разных стратегий восприятия на слух. При прослушивании текстов важно ориентироваться не только на первую и последнюю фразы, важно понять общее содержание и детали. Записи подготовлены таким образом, что при работе с тренингом вы можете самостоятельно прослушивать фрагменты текстов, возвращаться к тем частям высказываний, которые не были поняты сразу. Необходимо также фокусировать внимание на ключевых словах,

которые являются основой для выполнения задания 1. Задания 2 и 3 по аудированию, напротив, требуют внимания к деталям. Использование аудиозаписей, опора на стратегии, представленные в разделах пособия, хорошая организация подготовки и работа над собственными ошибками помогут вам получить высокие баллы на экзамене.

Важно, что данное пособие вы можете использовать не только на уроке в школе, но и при самостоятельной подготовке. Мы рекомендуем следующие приёмы организации деятельности:

- ознакомление с рекомендациями и алгоритмами;
- выполнение подготовительных заданий и непосредственно вариантов в формате ЕГЭ;
- проверка по ключам;
- анализ ошибок.

При выполнении заданий устной части мы рекомендуем пользоваться записывающими устройствами (например, попробовать записать себя на диктофон, который имеется в каждом мобильном телефоне), а затем прослушать себя, обращая внимание на произношение, интонацию, чистоту (понятность) речи.

Чтобы ваша работа была максимально эффективной, мы предлагаем вам составить план последовательной подготовки к экзамену. Обратите внимание на то, что существующую в пособии последовательность разделов можно изменить и начать с более сложных тематических блоков или тех разделов, в которых вы допускаете наибольшее количество ошибок.

Успехов вам!

План подготовки к ЕГЭ по английскому языку

Этап подготовки, его цель	Вид деятельности	Направления деятельности и общие рекомендации*	Сроки, самооценка результатов, выводы, рекомендации учителя
Диагностика	Выполнение диагностического варианта в формате ЕГЭ, для этого можно воспользоваться пособием «Английский язык. Подготовка к ЕГЭ-2020. 20 тренировочных вариантов по демоверсии 2020 года»	<ul style="list-style-type: none"> • выявить трудности, возможные пробелы в знаниях и умениях, скорректировать план подготовки 	
Раздел 1. Грамматика и лексика	Знакомство с рекомендациями и алгоритмом выполнения заданий по грамматике и словообразованию, выполнение дополнительных заданий, выполнение заданий в формате ЕГЭ	<ul style="list-style-type: none"> • научиться анализировать связные тексты с точки зрения употребления грамматических форм, частей речи, словообразования, словоупотребления; • перед выполнением задания прочитать текст, вдуматься в него, не пытаясь «механически» подставить какое-то слово на место пропуска; нужно учиться сознательно решать, какое слово или какая форма нужны здесь, чтобы передать необходимый смысл; 	

* При подготовке данного раздела мы частично использовали материалы методического пособия *Вербицкая М.В. Машурян К.С. Методические рекомендации для учителей, подготовленные на основе анализа типичных ошибок участников ЕГЭ 2019 года по иностранному языку. М.: Федеральный институт педагогических измерений, 2019. С. 11–13. Режим доступа: http://www.fipi.ru/sites/default/files/document/1535372038/inostranny_yazyk_2019.pdf*

Продолжение табл.

		<ul style="list-style-type: none"> • обращать внимание не только на формы образования времён и залогов, но и на значение, от которого зависит их употребление в контексте; • расширить свой активный и потенциальный словарь, развить языковую интуицию (умение выводить значение слова из контекста, из морфологической структуры слова по аналогии с родным языком); • обратить внимание на правильность использования лексики с точки зрения сочетаемости и грамматического окружения; • разобратить задание до начала его выполнения, после выполнения задания проанализировать допущенные ошибки и подобрать упражнения, которые помогут их ликвидировать; • выполнить задания данного раздела письменно, чтобы проконтролировать возможные орфографические ошибки 	
Раздел 2. Чтение	Знакомство с рекомендациями и алгоритмом выполнения заданий по чтению, выполнение дополнительных заданий, выполнение заданий в формате ЕГЭ	<ul style="list-style-type: none"> • научиться определять значение незнакомого слова по контексту или аффиксам; • научиться фиксировать основные мысли по мере чтения текста; • научиться читать текст быстро, обращать внимание на отрицания, которые могут быть выражены как грамматически, так и лексически (отрицания играют большую 	

Продолжение табл.

Этап подготовки, его цель	Вид деятельности	Направления деятельности и общие рекомендации	Сроки, самооценка результатов, выводы, рекомендации учителя
		<p>роль в понимании смысла текста; если вы не будете акцентировать на них внимание, это может привести к ошибкам);</p> <ul style="list-style-type: none"> • научиться читать только первые фразы каждого абзаца, поскольку они дают общее представление о содержании текста, и определять основную идею каждого абзаца; • научиться читать только последнюю фразу каждого абзаца и определять, помогает ли она спрогнозировать содержание следующего абзаца; • научиться составлять план текста, отражающий его содержание; • научиться мысленно восстанавливать основную информацию текста после прочтения; • обращать внимание на мелкие детали, так как неверные ответы могут содержать иную грамматическую форму или незначительно изменённую информацию в тексте; • после выполнения задания проанализировать допущенные ошибки 	

Продолжение табл.

Раздел 3. Аудирование	Знакомство с рекомендациями и алгоритмом выполнения заданий по аудированию, выполнение дополнительных заданий, выполнение заданий в формате ЕГЭ	<ul style="list-style-type: none"> • научиться определять, какие умения проверяются в конкретных заданиях и какие стратегии выполнения следует применять; • научиться правильно выделять ключевые слова и фразы в текстах, утверждениях и вопросах; • научиться концентрироваться на главном в тексте и запоминать основные блоки информации, используя разные приёмы запоминания; • научиться фиксировать письменно основные положения сообщения в кратком виде; • научиться определять основную идею во время прослушивания, а после прослушивания текста её формулировать; • научиться предугадывать, о чём будет идти речь дальше в тексте, а затем проверять свои прогнозы во время прослушивания; • научиться в процессе слушания проводить анализ и оценку сообщаемого; • до прослушивания разобирать задание, после выполнения задания проанализировать допущенные ошибки
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Продолжение табл.

Этап подготовки, его цель	Вид деятельности	Направления деятельности и общие рекомендации	Сроки, самооценка результатов, выводы, рекомендации учителя
Раздел 4. Письмо	Знакомство с рекомендациями и алгоритмом написания личного письма и развёрнутого письменного высказывания с элементами рассуждения, выполнение заданий в формате ЕГЭ	<ul style="list-style-type: none"> • научиться делать подробный разбор инструкции задания и формата задания; • научиться подбирать к вопросам письма стимулы ключевые слова и выражения; • научиться составлять разные типы вопросов и использовать их в личном письме; • научиться при написании эссе подбирать к плану ключевые слова и выражения; • в ходе подготовки изучить структуру и виды абзаца как основной единицы текста; • проанализировать свои работы в соответствии с критериями оценивания; • сделать работу над ошибками с объяснением правил употребления лексики и грамматики в коммуниктивно-значимом контексте; • выполнить лингвистический анализ текста 	

Окончание табл.

Раздел 5. Устная часть	Знакомство с рекомендациями и алгоритмом выполнения заданий устной части, выполнение дополнительных заданий, выполнение заданий в формате ЕГЭ	<ul style="list-style-type: none"> • научиться выделять ключевые слова и фразы в тексте; • обращать внимание на правила чтения, артикуляцию наиболее сложных звуков; • обращать внимание на интонационное оформление утверждения и разных типов вопросов; • при ответе на вопросы учесть требуемое содержание, обращать внимание на необходимость давать полные ответы на поставленные вопросы; • при построении монологических высказываний постараться раскрыть тему в полном объёме, учитывать все аспекты, указанные в задании; • научиться соблюдать ограничения по времени и объёму; • следить за грамматическим и лексическим оформлением речи
Итоговая диагностика	Выполнение диагностического варианта в формате ЕГЭ, для этого можно воспользоваться пособием «Английский язык. Подготовка к ЕГЭ-2020. 20 тренировочных вариантов по демоверсии 2020 года»	<ul style="list-style-type: none"> • сравнить начальное и диагностическое тестирование, проанализировать динамику развития коммуникативных умений, определить пути дальнейшей подготовки

Dear Teachers!

Предлагаемые в пособии задания направлены на развитие иноязычной коммуникативной компетенции: речевой, языковой, социокультурной, компенсаторной, учебно-познавательной. Учебные материалы нашего пособия обеспечивают активизацию коммуникативных умений в четырёх видах речевой деятельности — говорении, аудировании, чтении, письме, а также дают возможность обобщить и систематизировать знания учащихся в области лексики и грамматики английского языка. Благодаря этому выпускники становятся более уверенными в употреблении лексических единиц и грамматических явлений, происходит совершенствование их лексико-грамматических навыков.

Материалы, предлагаемые в книге, способствуют интенсификации учебного процесса. С одной стороны, у учителей английского языка появляется эффективное средство контроля уровня сформированности компонентов иноязычной компетенции, на основе которого они могут получить объективную информацию об уровне подготовленности выпускников к экзамену. С другой стороны, разработанные нами учебные материалы становятся эффективным дидактическим средством, выполняющим обучающую и развивающую функции, а также способствующим достижению школьниками комплекса образовательных результатов (личностных, метапредметных и предметных).

Учебное пособие может использоваться учителем следующим образом:

- на уроке английского языка в качестве дополнительного материала, используемого учителем для достижения эффективного развития языковых и речевых навыков и умений учащихся, а также как средство контроля уровня сформированности компонентов иноязычной коммуникативной компетенции;
- во внеурочной деятельности: как дидактическое средство организации учебного процесса материалы пособия могут использоваться при разработке содержания программ внеурочной деятельности и способны стать основным средством реализации факультативных занятий и кружков, непосредственно направ-

ленных на подготовку к экзамену, а также на развитие языковых и речевых умений учащихся вообще.

Кроме того, материалы пособия помогут в организации самостоятельной деятельности школьников. Учащиеся получают возможность построить индивидуальную траекторию подготовки к экзамену, повторить учебный материал, освоить эффективные стратегии выполнения заданий в формате ЕГЭ и в целом расширить языковые знания и коммуникативные умения в области английского языка. Предлагаемые в пособии методические рекомендации, алгоритмы выполнения заданий и ключи создают условия для реализации самоконтроля и самооценки учащимися собственных знаний.

В книге представлены учебные материалы для подготовки как к письменной, так и к устной части экзамена. Структурно пособие построено таким образом, что подготовка к каждой части проходит отдельным блоком (разделом). Пособие содержит следующие разделы:

- «Аудирование»
- «Чтение»
- «Грамматика и лексика»
- «Письмо»
- «Устная речь»

В каждом разделе работа по развитию навыков и умений представлена в соответствии с форматом заданий экзамена. Например, при выполнении заданий раздела «Аудирование» учащимся предлагаются учебные материалы трёх групп: задание на понимание основного содержания прослушанного текста, задание на понимание в прослушанном тексте запрашиваемой информации и задание на точное понимание прослушанного текста. Во втором разделе, посвящённом развитию иноязычной компетенции в области чтения, даются задания на соответствие приведённых заголовков, задания на восстановление в тексте пропущенных частей предложений, задания на множественный выбор. Материалы третьего раздела систематизируют знания и навыки школьников в области грамматики и лексики английского языка, что представлено в следующих форматах заданий: задания на образование грамматической формы, задания на образование родственного слова, задания на множественный выбор. В четвёртый раздел включены задания, направленные на закрепление коммуникативных умений написания письма личного характера и письменного высказывания с элементами рассуждения по предложенной проблеме. В пятом раз-

деле, отражающем специфику устной части, предлагаются материалы, обеспечивающие развитие техники чтения (задание на чтение вслух небольшого текста), умения школьников участвовать в условном диалоге (задание: условный диалог-расспрос) и умения построения монологического высказывания при описании и сравнении фотографий.

Задания каждого раздела знакомят учащихся с общими стратегиями и рекомендациями для успешного выполнения заданий. При работе над определённым форматом задания школьникам предлагается также описание специфики задания, отражающей эффективные стратегии выполнения, и возможных сложностей, с которыми сталкиваются экзаменуемые. Подобный формат описания позволяет предупредить ошибки, появляющиеся вследствие неэффективной организации деятельности, невнимания к важным деталям и пробелов в имеющихся у учащихся знаниях. В некоторых случаях мы предлагаем небольшие задания, которые «точно» показывают сложности их выполнения и факторы, влияющие на совершение ошибок. Ряд рекомендаций и заданий направлены также на формирование рациональных алгоритмов деятельности учащихся на экзамене в условиях дефицита времени.

Работа с заданиями первого раздела «Аудирование» предполагает восприятие текстов на слух. Весь необходимый аудиоматериал для выполнения заданий размещён на сайте издательства www.legionr.ru (бесплатно). При работе с аудиотекстами в условиях низкого уровня подготовки школьников учитель в целях развития рецептивных умений учащихся может адаптировать предлагаемый материал. Так, например, можно отойти непосредственно от заданий формата ЕГЭ, представленных в пособии, и предложить следующие целевые установки к прослушиванию:

- прослушайте текст и назовите ключевые слова;
- прослушайте текст и определите его тему;
- прослушайте текст, назовите основную идею;
- прослушайте диалоги, определите, где и когда происходит действие;
- прослушайте диалоги, сформулируйте мнение каждого говорящего по определённому вопросу.

Формат пособия-тренинга направлен на автоматизацию умения воспринимать звучащий текст на слух. Достижение данного требования предполагает индивидуальный подход к обучению. Для удобства работы каждый аудиотекст предлагается однократно. Это позволит учителю увеличивать длительность пауз между прослушиваниями, чтобы проверить, понимают ли аудиоматериал учащиеся, а также обсудить

возникающие затруднения. Также учитель сам может регулировать количество прослушиваний текстов.

Пособие построено таким образом, что в нём представлены все разновидности заданий, соответствующих формату экзамена:

- *задания с кратким ответом:*
 - задания на установление соответствия позиций, представленных в двух множествах;
 - задания на выбор и запись правильного ответа из предложенного перечня;
 - задания на заполнение пропуска в связном тексте путём преобразования предложенной начальной формы слова в нужную грамматическую форму;
 - задания на заполнение пропуска в связном тексте путём образования родственного слова от предложенного опорного слова;
- *задания с развёрнутым ответом:*
 - написание личного письма в ответ на письмо-стимул;
 - чтение вслух небольшого текста научно-популярного характера;
 - участие в условном диалоге-расспросе;
 - создание тематического монологического высказывания с вербальной опорой в тексте задания.

При организации процесса подготовки мы рекомендуем нацелить школьников на составление плана действий и его соблюдение. Это дисциплинирует выпускников и создаёт условия для планомерной и целенаправленной работы.

Замечания и предложения, касающиеся данной книги,
можно присылать на адрес электронной почты
legionrus@legionrus.com

Раздел 1.

ГРАММАТИКА И ЛЕКСИКА

Раздел «Грамматика и лексика ЕГЭ по английскому языку» включает три задания на проверку грамматических и лексических умений школьников:

— задание на заполнение пропуска в связном тексте путём преобразования предложенной начальной формы слова в нужную грамматическую форму:

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

— задание на заполнение пропуска в связном тексте путём образования родственного слова от предложенного опорного слова:

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

— задание на выбор и запись правильных ответов из предложенного перечня ответов:

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Общие стратегии и рекомендации для успешного выполнения заданий раздела 3 («Грамматика и лексика»)

- Все задания, представленные в разделе 3, основаны на связных текстах. Это требует внимания не только к техническим умениям (образовать новую форму, слово, выбрать подходящий вариант), но также важно вникнуть в содержание фрагментов, без понимания смысла успешно выполнить все задания вряд ли получится.
- Необходимо разграничивать цели выполнения первого и второго заданий. Недостаточное понимание требований — частая причина ошибок и неправильно образованных форм. В первом задании необходимо образовать соответствующую контексту грамматическую форму. Второе задание направлено на образование нового слова на основе таких элементов, как суффиксы и аффиксы. Приведём пример:

Задание 1 (грамматика)

He got up ... than usual.	LATE
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Задание 2 (лексика)

..., she has been worrying about her son.	LATE
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Рассмотрим приведённые примеры. В первом задании, проанализировав контекст, можно прийти к выводу, что необходимо образовать слово, которое представляет собой сравнительную степень имени прилагательного LATE, то есть правильный ответ — **later**.

Во втором задании анализ контекста показывает, что часть речи, соответствующая данному контексту, — наречие. Следуя словообразовательной модели образования наречия от имени прилагательного, образуем от LATE при помощи суффикса *-ly* однокоренное слово **late**ly.

1

Задание на образование грамматической формы*

Что предлагается в задании?	Один или два текста с 7 пропусками слов, начальные формы которых предлагаются справа
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* Данному заданию соответствуют задания 19–25 письменной части ЕГЭ по английскому языку

Что нужно сделать учащемуся?

Прочитать текст и изменить слова так, чтобы они грамматически соответствовали содержанию текста

Изучите и проведите анализ заданий 19–25 на основе вопросов, предложенных ниже.

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

Reinhold Messner

Reinhold Messner is a celebrated mountaineer, explorer, and adventurer from Italy. He is known for being the person holding the _____

HIGH

number of “World’s Firsts” according to the Guinness Book of Records. The mountaineer is listed on the Guinness Book of Records nine times for his mountaineering feats, including being the _____

ONE

person to complete a solo summit of Mount Everest. Reinhold Messner _____ on numerous occasions for his amazing feats. A recent example was in 2018 when the mountaineer _____

HONOUR

the Princess of Asturias Award. The Messner Mountaineering Museum, a museum celebrating mountains and mountaineering which he founded, was opened in 2006.

RECEIVE

The Oldest Vessels In The World

Water transportation started in the Stone Age when people built primitive boats to help _____ navigate rivers and lakes while

THEY

fishing. With the growth of civilization, boats evolved from simple vessels to bigger war and trading boats. Galleys _____ in the

DEVELOP

Mediterranean around 3000 BC. Water transport has evolved over the last hundreds of _____ to

CENTURY

what it is today, and some of the oldest vessels in the world include the Pesse canoe and the Dufuna canoe.

Что нужно сделать в данном задании?

Какие части речи предлагаются для образования новых форм?

В задании 19 предлагается имя прилагательное *HIGH*. Какое грамматическое явление связано с образованием форм имен прилагательных? Приведите примеры форм, которые можно образовать от прилагательного *HIGH*. Назовите, какая форма соответствует предложенному контексту.

В задании 20 предлагается числительное *ONE*. Какое грамматическое явление связано с образованием формы числительных? Определите грамматическую форму, которую следует образовать в данном контексте.

Чтобы правильно выполнить задание 21, прежде всего, нужно определить, к какой части речи относится слово *HONOUR* в предлагаемом контексте (предложении). Выполняет ли данное слово функцию сказуемого в предложении? Подумайте, какой характер действия передается: активный или пассивный? Какой временной план реализован в предложении: план настоящего или прошедшего? Какой характер действия проявляется: процесс, регулярность, результат, длительность и т.п.? На основе ответов на данные вопросы, выберите соответствующую форму:

has honoured, have honoured, has been honoured, was honoured, is honoured, have been honoured

Чтобы правильно выполнить задание 22, необходимо определить, к какой части речи относится предлагаемое слово. Какой тип залога необходимо образовать: активный или пассивный? Какой временной план реализуется в предложении: план настоящего или прошедшего? Что указывает на временной план? Какое время нужно образовать: выберите из предложенных вариантов: *Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous*? Образуйте соответствующую форму глагола.

В задании 23 предлагается местоимение *THEY*. Сколько форм местоимений можно образовать от местоимения *THEY*? Назовите формы, которые можно образовать от местоимения *THEY*. Из названных форм выберите ту, которая соответствует контексту.

В задании 24 выполняет ли предложенное слово функцию сказуемого в предложении? Подумайте, какой тип залога передаётся: активный или пассивный. Какой временной план реализован в предложении: план настоящего или прошедшего? Какой характер действия проявляется: процесс, регулярность, результат, длительность и т.п.? На основе ответов на данные вопросы выберите соответствующую форму:

were developed, is developed, are developed, will be developed, has been developed, was developed

В задании 25 предлагается имя существительное *CENTURY*. Какое грамматическое явление связано с образованием необходимой формы имени существительного? В чём заключается особенность образования необходимой формы имени существительного?

Проверьте себя: правильно ли вы образовали необходимые формы слов:

19 — *highest*; 20 — *first*; 21 — *has been honoured*; 22 — *received*; 23 — *them*; 24 — *were developed*; 25 — *centuries*.

При выполнении заданий 19–25 мы рекомендуем следовать алгоритму успешного выполнения задания на образование грамматической формы.

АЛГОРИТМ

выполнения заданий 19–25

Шаг 1. Пробежите глазами текст, постарайтесь понять общее содержание, основную мысль, время повествования (настоящее или прошедшее).



Шаг 2. Прочитайте внимательно предложение с пропуском слова, которое необходимо преобразовать.





Шаг 3. Определите часть речи, которую необходимо трансформировать.



Шаг 4. Каждая часть речи имеет ограниченное количество вариантов грамматической трансформации. Вспомните те варианты трансформации, которые относятся к части речи, предложенной в задании.



Шаг 5. Определите по контексту, ключевым словам и т.п. необходимый вариант.



Шаг 6. Внимательно перечитайте предложение, обратите внимание на согласование образованного слова с другими словами, контекстом. Убедитесь, что при образовании форм слова вы не допустили орфографических ошибок.

Обратите внимание на типичные ошибки при выполнении заданий 19–25

- Ошибки, связанные с употреблением местоимений;
- ошибки, связанные с образованием степеней сравнения имён прилагательных;
- непонимание разницы между грамматикой и словообразованием;
- ошибки, связанные с образованием глагольных форм *Future Simple*, *Present Perfect*, *Past Perfect*, *Passive Voice*, *Past Continuous*;
- ошибки в согласовании времён;
- орфографические ошибки;
- непонимание функций, смысла грамматических форм глагола;
- незнание форм неправильных глаголов.

Имя существительное — Noun



- 1) Имена существительные образуют множественное число при помощи -s.
- 2) Если имя существительное оканчивается на -s/ -ss/ -x/ -ch/ -sh/ -o, используется -es.

**Обратите внимание на особенности образования
множественного числа существительных,
оканчивающихся на -o**

+s	+s/ +es	+es
bamboo, disco, hippo, zoo, photo, pro, kangaroo, kilo, piano, tobacco, concerto, solo	cargo, buffalo, zero, volcano, mosquito	potato, tomato, echo, embargo, hero

- 3) Имена существительные, оканчивающиеся на -y, образуют множественное число по следующему правилу:
 СОГЛАСНАЯ + -Y → ies *baby — babies*
 ГЛАСНАЯ + -Y → s *boy — boys*
- 4) Имена существительные, оканчивающиеся на -f/ -fe, при образовании множественного числа меняют -f/fe на -ves: *wife — wives*.
 Исключения: *roof — roofs* (крыша), *chief — chiefs* (шеф, начальник), *handkerchief — handkerchiefs* (носовой платок), *proof — proofs* (доказательство), *safe — safes* (сейф), *cliff — cliffs* (утёс),

belief — *beliefs* (убеждение), *chef* — *chefs* (шеф-повар, главный повар)

5) Некоторые исключения образования множественного числа:

Единственное число	Множественное число	Перевод (ед. ч.)
man	men	мужчина
woman	women	женщина
foot	feet	ступня
tooth	teeth	зуб
mouse	mice	мышь
child	children	ребёнок
goose	geese	гусь
ox	oxen	бык
sheep	sheep	овца
deer	deer	олень
fish	fish	рыба
trout	trout	форель
salmon	salmon	лосось
spacecraft	spacecraft	космический аппарат
aircraft	aircraft	самолёт
means	means	средство
species	species	вид
series	series	сериал

Тренировочные задания

ЗАДАНИЕ 1

Заполните таблицу формами множественного числа предлагаемых имён существительных.

	Ед. ч.	Мн. ч.
1.	bridge	
2.	brush	
3.	mango	

Продолжение табл.

	Ед. ч.	Мн. ч.
4.	bus	
5.	month	
6.	horse	
7.	song	
8.	tomato	
9.	factory	
10.	calf	
11.	toy	
12.	half	
13.	bamboo	
14.	hen	
15.	dish	
16.	piano	
17.	race	
18.	butterfly	
19.	party	
20.	knife	
21.	video	
22.	box	
23.	city	
24.	hobby	
25.	leaf	
26.	mosquito	
27.	journey	
28.	potato	
29.	life	
30.	street	
31.	class	

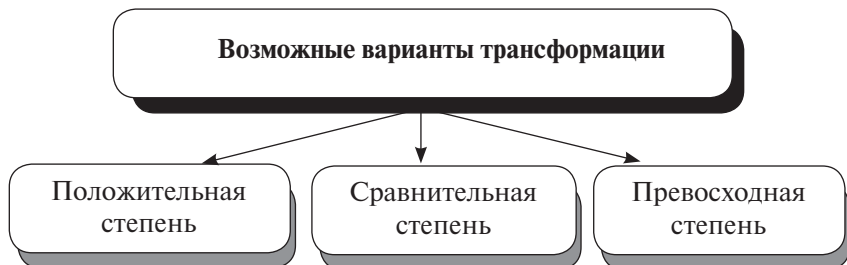
Окончание табл.

	Ед. ч.	Мн. ч.
32.	loaf	
33.	lion	
34.	dress	
35.	century	
36.	pen	
37.	place	
38.	fox	

ЗАДАНИЕ 2

1	My grandparents' farm is not far from the city and we often go there. There are several _____ we can take. They are rather comfortable. My grandparents are not very old but they often lose different _____.	BUS
2	My grandfather often loses his _____ to of his truck. Sometimes my grandmother loses her _____.	THING
3	My grandparents look after different animals: sheep, _____, cows, and _____.	KEY
4	Besides, there is a forest near the farm and a lot of wild _____ live there. You can see deer, _____, and even _____ in the forest.	GLASS
5	My grandparents grow different kinds of vegetables and fruits, such as _____, cucumbers, and _____.	DONKEY
6	Once two _____ wanted to steal something from the farm but my grandparents called _____ who caught them fast.	GOOSE
7	In summer when we come to our grandparents' farm, we always collect apples or _____.	ANIMAL
8	There are three old churches in the nearest villages and I visit them with some _____ who live there.	FOX
9		WOLF
10		TOMATO
11		POTATO
12		THIEF
13		POLICEMAN
14		CHERRY
15		CHILD

Имя прилагательное — Adjective



Употребление имени прилагательного в заданиях связано с образованием грамматических форм сравнительной или превосходной степеней сравнения.

Образование сравнительной и превосходной форм степеней сравнения имён прилагательных

Положительная степень	Сравнительная степень	Превосходная степень
Односложные прилагательные	<i>-er</i>	<i>-est</i>
	<i>high — higher - highest</i>	
Двусложные прилагательные, оканчивающиеся на <i>-y, -er, -ow</i>	<i>-er</i>	<i>-est</i>
	<i>clever — cleverer — cleverest</i>	
Многосложные прилагательные	<i>more</i>	<i>most</i>
	<i>comfortable — more comfortable — most comfortable</i>	

Запомните исключения!

good — better — best

bad — worse — worst

little — less — least

much — more — most

Обратите внимание, что существуют также прилагательные с двойными формами степеней сравнения:

far — farther — farthest (употребляется при описании расстояния)

far — further — furthest (употребляется в значении «дальнейший»)

near — *nearer* — *nearest* (употребляется при описании расстояния)

near — *nearer* — *next* (употребляется в значении «следующий по порядку»)

late — *later* — *latest* (употребляется при указании времени)

late — *latter* (указывает на «второй из упомянутых») — *the last* (употребляется в значении «последний по порядку»)

old — *older* — *oldest* (употребляется в значении «старый», для характеристики возраста)

old — *elder* — *eldest* (употребляется в значении «старший», используется для характеристики возраста в семье)

Употребление сравнительной и превосходной форм степеней сравнения имён прилагательных

Каждая грамматическая форма имеет условия применения, что, как правило, выражается в определённых словах, фразах, указывающих на необходимость употребления сравнительной или превосходной степеней сравнения.

Сравнительная степень	THAN (чем) усилители сравнения: <i>far</i> , <i>much</i> и т. п.	<i>The book is more interesting than the magazine.</i>
Превосходная степень	Определённый артикль THE Притяжательные местоимения	<i>Our town is the most comfortable place for tourists.</i>

Обратите внимание на существование конструкции *the* + сравнительная форма, *the* + сравнительная форма, при употреблении данной конструкции необходимо образование сравнительной степени:

The more comfortable the house is, the higher its price becomes.

При образовании сравнительной и превосходной степени сравнения в некоторых случаях наблюдаются орфографические изменения:

- у прилагательных, оканчивающихся на *-e*, при добавлении суффиксов *-er*, *-est* гласная *-e* не дублируется: *nice* — *nicer* — *nicest*;
- у прилагательных, оканчивающихся на *-y*, происходит чередование *y-i*: *funny* — *funnier* — *funniest*;
- в односложных прилагательных с закрытым слогом при добавлении суффиксов *-er*, *-est* удваивается согласная: *big* — *bigger* — *biggest*.

ЗАДАНИЕ 3

**Заполните таблицу соответствующими формами
имён прилагательных.**

Положительная степень	Сравнительная степень	Превосходная степень
Young		
Easy		
Difficult		
Little		
Patient		
Good		
Hot		
Bad		
Fast		
Comfortable		
Interesting		
Brave		
Important		
Clever		
Wise		
Far		
Simple		
Friendly		
Quiet		
Late		
Old		
Early		

ЗАДАНИЕ 4

**Дополните предложения соответствующими формами
имён прилагательных.**

1.	It is the _____ film I've ever seen.	BORING
2.	She is _____ than any other runner.	QUICK
3.	His work was _____ than my work.	EFFICIENT
4.	Her promotion was the _____ moment of her life.	PROUD
5.	It is _____ to ask for help than solve the problem by yourself.	EASY
6.	August is _____ than any other month.	HOT
7.	Prevention is _____ than cure.	GOOD
8.	Staying at home is _____ than going on holiday abroad.	COMFORTABLE
9.	The new job is the _____ one I have ever had.	CHALLENGING
10.	She is the _____ dancer in the play.	GRACEFUL
11.	Health is _____ than wealth.	GOOD
12.	Losing weight is _____ than putting on weight.	DIFFICULT
13.	Riding a motorbike is _____ than driving a car.	DANGEROUS
14.	Chinese is the _____ language to learn to write.	HARD
15.	Kate's hair is _____ than her mother's hair.	CURLY
16.	He got _____ than Judy because he forgot his umbrella.	WET
17.	Those shoes are the _____ ones in the store.	EXPENSIVE

18.	The Amazon is the _____ river in South America.	DEEP
19.	July is the _____ month of the year.	HUMID
20.	He has _____ potential than any-one thought.	BIG

ЗАДАНИЕ 5

Дополните предложения соответствующими формами имён прилагательных.

Are you looking for the world's geography superlatives? Take our geography quiz!

1 Which is the world's _____ LARGE

2 continent? Easy to spot, isn't it? Asia is the _____ continent. Did you BIG

3 know that Asia is _____ than MUCH

4 four times as big as the USA? Australia is the _____ continent. Australia is SMALL

5 actually _____ than the country of SMALL

Brazil on the continent of South America and is also only half as big as Russia, the _____ country in the world! LARGE

6 Which continent has the world's _____ HIGH

7 mountains? Asia with the Himalayan Mountains.

8 Which continent has the _____ LONG

mountain range? The Andes Mountains stretch over seven countries in South America!

9 Where is the _____ point on the LOW

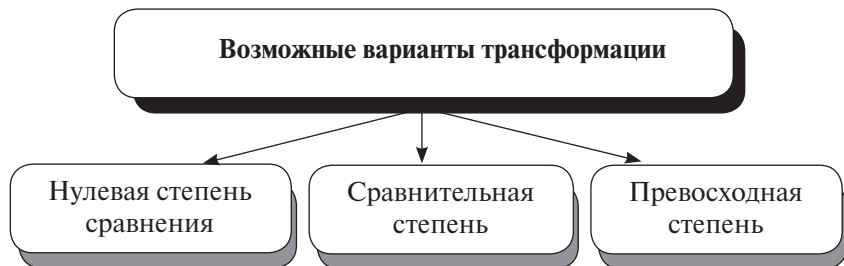
earth's surface? It is located at the Dead Sea which is a salt lake bordering Israel, Jordan, and the West Bank.

10 Which is the world's _____ lake? DEEP

The Lake is in Siberia. It is Lake Baikal with 1,642 metres.

- | | | |
|-----------|--|--------------------|
| 11 | Which is the _____ country in the world? Namibia in Southern Africa. | SPARSELY-POPULATED |
| 12 | Which is the _____ country in the world? | DENSELY-POPULATED |
| 13 | Monaco is the country with the _____ population density. More than 18,000 people live there per sq km/48,500 people per sq mile. | HIGH |
| 14 | Monaco is the second _____ country in the world and borders France and the | SMALL |
| 15 | Mediterranean Sea. It has one of the _____ car racing tracks in the world too! | FAMOUS |

Наречие — Adverb



- 1) Наречие в английском языке имеет две степени сравнения: сравнительную и превосходную. Степени сравнения образуются в зависимости от типа наречия при помощи суффиксов (*-er* для сравнительной степени; *-est* для превосходной степени), наречий (*more* для сравнительной степени; *most* для превосходной степени).
- 2) Наречия, имеющие одинаковые формы с прилагательными, образуются при помощи суффиксов *-er*, *-est*:
high — higher — highest
- 3) Наречия, оканчивающиеся на *-ly*, образуют степени сравнения при помощи *more*, *most*. Исключение: *early (earlier, earliest)*.

- 4) Запомните наречия, которые имеют особые формы степеней сравнения:

many — more — most

badly — worse — worst

down — farther down — farthest down

little — less — least

well — better — best

far — farther — farthest

far — further — furthest

ЗАДАНИЕ 6

Заполните таблицу формами сравнительной и превосходной степеней сравнения предлагаемых наречий.

	Наречие	Сравнительная степень	Превосходная степень
1.	patiently		
2.	little		
3.	commonly		
4.	early		
5.	often		
6.	many / a lot of		
7.	badly		
8.	thoughtfully		
9.	far		
10.	long		
11.	down		
12.	well		

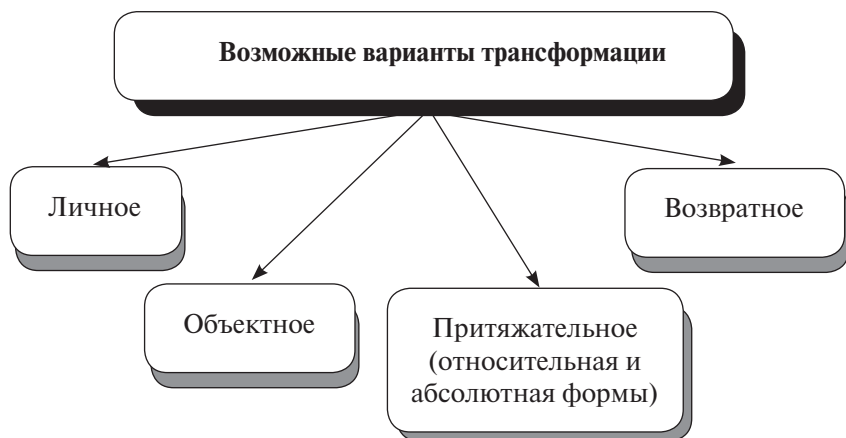
ЗАДАНИЕ 7

Дополните предложения соответствующими формами наречий.

1.	He'd _____ go alone than go with Emma.	SOON
2.	The _____ we leave, the sooner we'll get there.	EARLY

3.	Can you drive a little _____?	SLOWLY
4.	Sarah can type _____ than anyone I know.	FAST
5.	I am disappointed — you work _____ efficiently than before.	LITTLE
6.	You can read Chinese _____ than speak it.	BADLY
7.	My leg hurts _____ than yesterday.	BADLY
8.	The _____ you try, the better the result will be.	HARD
9.	She plays much _____ than any other child.	NOISILY
10.	Now I speak English _____ than a year ago.	WELL

Местоимение — Pronoun



Для успешного выполнения заданий необходимо знать формы личных (Personal Pronouns), объектных (Object Pronouns), относительных и абсолютных притяжательных местоимений (Possessive Pronouns), возвратных местоимений (Reflexive Pronouns).

Безусловно, важно знать правила образования указанных местоимений, но не менее важно понимать условия их употребления в контексте, предложении, так как наибольшее количество ошибок связано именно с непониманием функций местоимений, а значит, и с их некорректным употреблением.

Запомните, что личные местоимения (*I, you, he, she, it, we, you, they*) употребляются в функции подлежащего, в остальных случаях, когда местоимение выполняет функции дополнения или обстоятельства, т. е. употребляется после глагола или предлога, используются объектные местоимения: *me, you, him, her, it, us, them*.

Притяжательные местоимения отвечают на вопрос *чей?*, и трудность, проявляющаяся при их употреблении, относится к выбору относительной (*my, his, her, your, its, our, their*) или абсолютной (*mine, his, hers, yours, ours, theirs*) формы. Относительная форма употребляется в конструкции ПРИТЯЖАТЕЛЬНОЕ МЕСТОИМЕНИЕ + СУЩЕСТВИТЕЛЬНОЕ (*my book*), а абсолютная форма предполагает самостоятельное употребление притяжательного местоимения (*Is it your book? — No, it isn't mine, it's hers.*)

Возвратные местоимения (*myself, yourself, herself, himself, itself, ourselves, yourselves, themselves*) переводятся на русский язык словом «себя» или «себе» или при помощи добавления *-сь* к глаголу. и употребляются в том случае, когда мы показываем, что действие переносится на субъект (подлежащее): *I have hurt myself*. Будьте внимательны и не забудьте, что данные местоимения разграничиваются по числам: единственное и множественное, что выражается в употреблении — *-self* или *-selves*.

Personal Pronouns	Object Pronouns	Possessive Pronouns		Reflexive Pronouns
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	—	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

ЗАДАНИЕ 8

Дополните предложения в соответствии с образцом.

Образец: She gave them her book and they gave her theirs.

1. You gave _____ book and he gave _____ .
2. I gave _____ book and he gave _____ .
3. You gave _____ book and I gave _____ .
4. He gave _____ book and I gave _____ .
5. I gave _____ book and she gave _____ .
6. He gave _____ book and she gave _____ .
7. You gave _____ book and she gave _____ .
8. He gave _____ book and we gave _____ .
9. You gave _____ book and they gave _____ .
10. They gave _____ book and we gave _____ .
11. He gave _____ book and they gave _____ .
12. She gave _____ book and I gave _____ .

ЗАДАНИЕ 9

Выберите соответствующую форму местоимения.

1	Tom gave _____ some advice.	WE – US – OUR – OURS – OURSELVES
2	Alison asked _____ questions because they couldn't come.	THEY – THEM – THEIR – THEIRS – THEMSELVES
3	I picked _____ up at seven o'clock.	THEY – THEM – THEIR – THEIRS – THEMSELVES
4	She told _____ the secret.	HE – HIM – HIS – HIS – HIMSELF
5	We might hurt _____ if we are not careful.	WE – US – OUR – OURS – OURSELVES
6	It's very difficult to memorize _____.	IT – IT – ITS – ITSELF
7	It is not her hat — that one is _____.	I – ME – MY – MINE – MYSELF

8	They keep telling _____ that they are good enough to win the match, but nobody thinks they can.	THEY – THEM – THEIR – THEIRS – THEMSELVES
9	Was the report about the pioneer village _____?	YOU – YOU – YOUR – YOURS – YOURSELF/ YOURSELVES
10	Ann is somewhere around; have you seen _____?	SHE – HER – HER – HERS – HERSELF
11	After moving out of their parents' house, the two brothers had to get used to cooking for _____.	THEY – THEM – THEIR – THEIRS – THEMSELVES
12	Either your friend or you must leave _____ car keys.	YOU – YOU – YOUR – YOURS – YOURSELF/ YOURSELVES
13	Angela visited _____ two months ago.	SHE – HER – HER – HERS – HERSELF
14	Those bicycles are _____.	THEY – THEM – THEIR – THEIRS – THEMSELVES
15	Our house is always open to _____.	HE – HIM – HIS – HIS – HIMSELF
16	The book that you gave _____ was the one I wanted.	I – ME – MY – MINE – MYSELF
17	You are our guests, so please make _____ at home.	YOU – YOU – YOUR – YOURS – YOURSELF/ YOURSELVES
18	They didn't give _____ a chance to think about the problem.	THEY – THEM – THEIR – THEIRS – THEMSELVES
19	The idea of inviting famous authors was also _____.	SHE – HER – HER – HERS – HERSELF
20	The state provided _____ with insurance.	THEY – THEM – THEIR – THEIRS – THEMSELVES

ЗАДАНИЕ 10

Дополните предложения соответствующими формами местоимений.

1	My daughter dressed _____ for the first time yesterday!	SHE
2	We want to help you, so tell _____ everything.	WE
3	That pen is _____. Can you pass it to me?	I
4	I hurt _____ with these scissors.	I
5	Did your brother make this cake _____ ? No, he bought it.	HE
6	We are really enjoying _____ vacations here.	WE
7	Yesterday was Mum's birthday so we presented _____ with a bunch of flowers.	SHE
8	Granny told him not to worry and stroked _____ hair.	HE
9	Marry hugged _____ son and said that she was proud of him.	SHE
10	The boys put on _____ caps.	THEY
11	They are young and ambitious, just starting to make a name for _____ .	THEY
12	I have got a car of _____ own.	I
13	What do you like to do in _____ free time?	YOU
14	They don't think it's a good idea for _____ to move to Madrid.	WE
15	Ted felt nervous when the men began to argue in front of _____.	HE
16	My sister bought that new car last week. That car is _____.	SHE
17	Excuse me. Have you seen _____ mobile phone? I lost it.	I
18	No, that's not _____. That pen is blue. My pen is green.	I
19	These are the gifts for all of _____.	THEY

20	Jane cleans her room by _____, she never asks for help.	SHE
21	I need to find my books, where did you put _____?	THEY
22	The waiter brought out three plates of food for _____.	WE
23	Tom saw a reflection of _____ in the mirror.	HE
24	Andrew went shopping and bought a ring for _____.	SHE

ЗАДАНИЕ 11

Заполните пробелы формами местоимений.

A

1	Throughout _____ career, Steve Jobs famously	HE
2	eschewed market research and relied on _____	HE
3	intuition. He said: "We built the Mac for _____.	WE
4	We were the group of people who were going to judge whether it was great or not." Twelve years later, he told <i>the Business Week</i> : "A lot of times, people don't know what they want until you show it to _____."	THEY
5	Without his talents and the unparalleled creative team and processes that he built around _____, you won't get away with doing no market research and not listening to _____ customers.	HE
6		YOU

B

7	If you are like _____, you probably catch	I
8	_____ frequently falling into the ever-alluring yet emotionally-dangerous trap of comparing _____ to others. According to social comparison theory, we do this in an attempt to make accurate evaluations of _____.	YOU
9	But at what cost? While comparison can be a valuable source of motivation and growth, it can also spin _____ into a tail-chasing frenzy of self-doubt. With the explosion of social media giving _____ access to continuous material upon which to compare	YOU
10		WE
11		WE
12		WE

13

_____, our attempts to keep up with the WE
Joneses have moved beyond the neighbourhood and
onto the web.

C

14

I talk to _____ a lot. And I don't mean only I

15

in the privacy of _____ own home. I talk to I

16

_____ while I'm walking down the street, I

17

when I'm in my office or when I'm shopping.

18

Thinking out loud helps _____ materialize I

19

what I'm thinking about. It helps _____ I

20

make sense of things. The smartest people on earth

talk to _____. Albert Einstein talked to THEY

_____. So, you see? I'm not alone, and HE

I'm not completely crazy. I'm just really smart. Ha!

Числительное — Numeral

Возможные варианты трансформации

Порядковое

Количественное

Необходимо уметь образовывать порядковые числительные на основе количественных.

Порядковые числительные обозначают порядок предметов. Отвечают на вопрос *which?* — который?

Количественные числительные обозначают количество предметов и отвечают на вопрос *how many?* — сколько?

Количественные (*cardinal*) числительные — это *one, two, three, ten, twenty* (один, два, три, десять, двадцать).

Порядковые (*ordinal*) числительные — *the first, the second, the third, the tenth, the twentieth* (первый, второй, третий, десятый, двадцатый).

ЗАДАНИЕ 12

Заполните таблицу количественными и порядковыми формами числительных.

		Количественное числительное	Порядковое числительное
1.	1		
2.	2		
3.	3		
4.	4		
5.	5		
6.	6		
7.	7		
8.	8		
9.	9		
10.	10		
11.	11		
12.	12		
13.	13		
14.	14		
15.	15		
16.	16		
17.	17		
18.	18		
19.	19		
20.	20		
21.	21		
22.	30		
23.	40		
24.	50		

Окончание табл.

25.	60		
26.	70		
27.	80		
28.	90		
29.	100		
30.	1000		

Глагол — Verb

Возможные варианты трансформации

Личная форма (глагол является сказуемым)

Active Voice
or Passive Voice

Времена группы Simple (Present, Past, Future)

Времена группы Continuous (Present, Past, Future)

Времена группы Perfect (Present, Past, Future)

Времена группы Perfect Continuous
(Present, Past, Future)

Неличная форма (глагол НЕ является сказуемым)

Infinitive

Gerund

Present Participle

Past Participle

Глагол — самая трудная часть речи, так как он имеет большое количество различных форм. Для корректного определения необходимой формы глагола мы рекомендуем использовать следующий алгоритм:

- 1) определите, какая форма глагола требуется в предложении: **личная** (если глагол употребляется как сказуемое) или **неличная** (если в предложении уже имеется сказуемое);
- 2) если в предложении уже есть сказуемое, используйте инфинитив/ герундий/ причастие (Present Participle or Past Participle);
- 3) если предложенный в задании глагол является сказуемым, для правильного выбора необходимой формы ответьте на следующие вопросы:
 - какой залог требуется образовать: **активный** или **пассивный**;
 - каков **общий временной план предложения** / контекста (план прошедшего или настоящего);
 - каков **характер действия** (регулярность, обычное действие, процесс, предшествование и т. п.).

Перед тем как перейти к заданиям тренинга в формате экзамена, мы рекомендуем выполнить тестовые задания, которые покажут уровень владения грамматическими правилами английского языка. В случае многочисленных ошибок наш совет — обратиться к следующему пособию: М. А. Бодонь. Английский язык. 10–11 классы. Грамматика. Тренировочная тетрадь для подготовки к ЕГЭ.

ЗАДАНИЕ 13

Дополните предложения соответствующими глагольными формами (Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous).

1	She _____ English for seven years now.	LEARN
2	Helen _____ to improve her studying strategies now.	TRY
3	I need an umbrella because it _____.	RAIN
4	The world _____ round.	BE
5	At the moment I _____ English grammar.	REVISE

6	He always _____ a sandwich for lunch.	EAT
7	Sam _____ homework for three hours and he still has a lot more to do.	DO
8	That child _____ chocolate all day long. That's why he feels sick!	EAT
9	I _____ my homework and now I'm going to watch TV.	FINISH
10	I _____ in the garden all day long and now I'm tired.	WORK
11	She _____ on a lot of weight and now she does not eat in the evening.	PUT
12	Someone _____ my notebook!	TAKE

ЗАДАНИЕ 14

Дополните предложения соответствующими глагольными формами (Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous).

1	I ____ a wonderful film in the cinema last night.	WATCH
2	The sun _____ when the climber reached Elbrus.	SHINE
3	I was tired yesterday because I _____ well the night before.	NOT SLEEP
4	They _____ about me when I interrupted their conversation.	TALK
5	Last year I _____ hard enough, that's why my marks were not really good then.	NOT WORK
6	I was angry because I _____ such a stupid mistake.	MAKE
7	I _____ two mistakes in the last quiz.	MAKE
8	Last night, when I was doing my homework, Kate _____.	PHONE

9	While dancers were preparing for the concert, the singer _____ part in the performance.	TAKE
10	The sun _____ at 7:00 yesterday morning.	RISE
11	Nothing much _____ after he had told us his story.	HAPPEN
12	Everyone _____ when the earthquake hit the small town.	SLEEP

ЗАДАНИЕ 15

Дополните предложения соответствующими глагольными формами (Future Simple, Future Continuous, Future Perfect).

1	I don't think you _____ any problems when you land in Boston.	HAVE
2	This time next week I _____ in Switzerland!	SKI
3	They _____ able to arrive on time tomorrow.	NOT BE
4	By next week I _____ this work.	FINISH
5	When you get off the train, I _____ for you by the ticket machine.	WAIT
6	When they get married in March, they _____ together for six years.	BE
7	You're carrying too much, I _____ the door for you.	OPEN
8	Wait! I _____ you to the station.	DRIVE
9	After you take a nap, you _____ a lot better.	FEEL
10	We _____ in the shelter until the bus comes.	WAIT
11	It _____ in Brighton tomorrow.	SNOW

12	Do you think the teacher _____ our homework by Monday morning?	MARK
----	---	------

Прежде чем приступить к выполнению задания 16, повторите употребление форм пассивного залога.

Passive Voice	
<p>Употребление временных форм в активном и пассивном залогах совпадает. Подлежащее в пассивном залоге не выполняет действие, оно выполняется дополнением, которое может быть указано в предложении или просто подразумеваться.</p> <p>ОБЩАЯ ФОРМУЛА ДЛЯ ОБРАЗОВАНИЯ PASSIVE VOICE <i>to be + V-ed/III</i></p>	
Present Simple Passive	am/is/are V+ed/III
Past Simple Passive	was/were V+ed/III
Future Simple Passive	will be V+ed/III
Present Perfect Passive	have/has been V+ed/III
Past Perfect Passive	had been V+ed/III
Present Continuous Passive	am/is/are being V+ed/III
Past Continuous Passive	was/were being V+ed/III

ЗАДАНИЕ 16

Дополните предложения соответствующими глагольными формами в пассивном залоге.

1	Portuguese _____ in Brazil.	SPEAK
2	The office ____ just _____.	CLEAN
3	The fur coat ____ just _____.	SELL

4	He ____ just _____ to hospital.	TAKE
5	This house _____ by my father in 1995.	BUILD
6	All the milk _____ already _____!	DRINK
7	The weather _____ every day.	DISCUSS
8	The robber _____ last night.	ARREST
9	Three books _____ by 1867.	WRITE
10	As a rule, the winners' names _____ until the night of the ceremony.	NOT KNOW
11	The computer _____ tomorrow.	REPAIR
12	A story _____ at six o'clock yesterday.	TELL

Прежде чем приступить к выполнению теста 17, повторите употребление условных предложений и сослагательного наклонения.

Conditionals

Условные предложения состоят из двух частей: одна из них главная, другая — условная. Действие в главной части будет выполнено при условии, выраженном в придаточном предложении.

Существует четыре типа условных предложений. Рассмотрим каждый из них.

0-й тип выражает действие, которое обязательно должно произойти при каком-то условии.

1-й тип выражает реальное действие, которое может произойти в будущем при каком-либо условии.

2-й тип выражает нереальное на данный момент действие, которое невозможно в настоящем или будущем. Предложения второго типа переводятся с частицей *бы*.

3-й тип выражает нереальное действие, которое не произошло в прошлом. Предложение третьего типа выражает сожаление или предположение и употребляется также с частицей *бы*.

Типы условных предложений		
Тип	Условная часть	Главная часть
0-й тип	<i>If Present Simple</i> <i>If V/V+s</i>	<i>Present Simple</i> <i>V/V+s</i>
	If the weather is fine, they usually go to the park.	
1-й тип	<i>If Present Simple</i> <i>If V/V+s</i>	<i>Future Simple</i> <i>will V</i>
	If the weather is fine, they will go to the park tomorrow.	
2-й тип	<i>If Past Simple</i> <i>V+ed/II</i>	<i>Future in the Past</i> <i>would V</i>
	If the weather was fine, they would go to the park tomorrow.	
3-й тип	<i>If Past Perfect</i> <i>had + Ved/III</i>	<i>Future in the Past (with Perfect Infinitive)</i> <i>would have + Ved/III</i>
	If the weather had been fine, they would have gone to the park yesterday.	

ЗАДАНИЕ 17

Дополните предложения соответствующими формами глаголов.

1	If you study hard, you _____ the test tomorrow.	PASS
2	If I _____ a million dollars, I would buy a big house.	HAVE
3	If I _____ harder, I would have passed the exam.	STUDY
4	If I _____ late, I will call you.	BE
5	It would be nice if the rain _____!	STOP
6	If I _____ you, I wouldn't risk.	BE
7	It's quite simple really. If it's cold, water _____.	FREEZE
8	If he decides to accept that job, he _____ it for the rest of his life.	REGRET
9	I wouldn't have lost my job if I _____ late for work.	NOT BE
10	If he _____ more careful, he would have spotted the mistake.	BE

11	She _____ very happy if her friends came.	BE
12	I would go to the party if you _____ with me.	COME

Представленные ниже задания направлены на закрепление употребления форм глагола.

ЗАДАНИЕ 18

Дополните предложения соответствующими формами глаголов.

1	For many years, archaeologists _____ objects that are reminiscence of those lost civilizations. These artifacts reveal a lot about the way our ancestors _____.	STUDY
2	But there are some ancient objects that peak our curiosity by keeping its their secrets under wraps.	LIVE
3	Discovered in 1936, the London Hammer is embedded in a rock concretion that is believed to be 400 million years old. Surprisingly the head of the hammer _____ of iron that could have only be built with modern-day technology.	MAKE
4	In 1936, Max Hahn and his wife _____ near the Red Creek in London,	WALK
5	Texas when, suddenly, they _____ a piece of rock from which a bit of wood was poking out. The intrigued couple _____ it home. About a decade later, their son _____ the rock exposing the hammerhead concealed within the rock.	SPOT
6		TAKE
7		BREAK
8	The six-inch-long hammerhead consists of 96.6% iron. It is similar to the tools which _____ in the region during the late 1800s. They gave the hammer to	MANUFACTURE

9	the scientists and the rock _____	EXAMINE
10	carefully. It _____ to be over 400 million years old. This revelation posed a question: how can a modern artifact be stuck in an Ordovician rock?	DETERMINE

ЗАДАНИЕ 19

Дополните предложения соответствующими формами глаголов.

1	Established in 1974, Pixar Animation Studios is the place of birth for many movies. Even though there are only 17 full-length films released so far, Pixar _____ the best of all 3D animation film companies.	CONSIDER
2	Every film they _____ has a unique concept and characters.	MAKE
3	One of the founding fathers of Pixar, John Lasseter _____ working as an animator at The Walt Disney Company right after graduating. He soon felt that something was missing in the films they _____ at that time. The problem was that the Disney was repeating itself without adding new ideas and the studio _____ criticism for the issue. He _____ finding out about computer animation. Unfortunately, the project he _____ on that period of time was cancelled by the head of Disney, saying there were no cost benefits in mixing traditional and computer animation.	START
4		MAKE
5		RECEIVE
6		BEGIN
7		WORK
8	Lasseter later _____ Pixar Graphics Group, and Lasseter got hired by them. When he was there, Lasseter _____ two Oscars for Tin Toy and Toy Story. He was welcomed back by Disney when it purchased Pixar and he _____ the chief creative officer for both the companies.	CONTACT
9		WIN
10		NAME

ЗАДАНИЕ 20

Дополните предложения соответствующими формами глаголов.

1

English is a language that is rich in eponyms, words that _____ from the names of people who are fictional, mythical, or real. For example, Elizabeth I of England is the eponym of the Elizabethan era. Long ago the period of time _____ after the Queen.

DERIVE

2

In 1997, the idea of using the name of the king of Denmark _____ by Jim Kardach. At the time when he was developing a system that allowed mobile phones to communicate with computers, he _____

NAME

3

a book called The Long Ships, by Frans G. Bengtsson. It is a historical fiction about the Vikings and King Harald Bluetooth. Suddenly he _____ the idea that Bluetooth technology does just what the king _____, uniting the communication processes into one universal standard. The logo for Bluetooth is a merging of two Nordic runes that are actually Harald's initials.

PROPOSE

4

Another example of eponyms is the word silhouette which is the image of a person, animal, or object in a single colour or their shape viewed against a source of light. During the 18th century, France _____ in a financial crisis because of the Seven Years' War. It _____ the financial minister Tienne de Silhouette to use very severe economic demands, especially on the wealthy. These cut out black profiles of people _____ the cheapest way to record a person's appearance. These profiles _____ as silhouettes in the 19th century, though such art was popular in the 18th century as well.

READ

5**6**GET
DO**7****8**

BE
CAUSE
BECOME

9**10**

REFER

ЗАДАНИЕ 21

Дополните предложения соответствующими формами глаголов.

1

Can you believe that not long ago the World Wide Web _____? Nowadays in many countries the school curriculum across primary and secondary schools includes computer coding. For example, the British government

NOT EXIST

2

_____ to give children the computer skills they may need for the future. Learning code might help them to find work when they leave school.

WANT

3

Some young people know how to code, of course. Amy Mathers first tried coding at a science festival when she was 11. She has been recently named the 'European Digital Girl of the Year'. Amy says that she _____ that coding is getting more and more popular. Now so many people have smartphones and use computers.

NOT
SURPRISE**4**

School isn't the only place where you can learn coding. There are volunteers around Britain and the whole world who _____ already groups to help young people learn these skills. Steven Flower is a participant of the CoderDojo organisation which runs free coding clubs for people aged 5–17.

SET UP

5

Recently, there _____ some criticisms of the government policy to teach coding. For example, people _____ that teachers aren't prepared because they need to be trained to code before they can teach it to their students. Other negative comments involve

BE

6

Lottie Dexter, who _____ to organise the Year of Code campaign now. Last week Lottie _____ on TV about the new project and she admitted that she didn't know how to code! Some people thought that it wasn't a good advert for encouraging girls to learn coding.

WORRY

7

HELP

8

INTERVIEW

9

A Year of Code representative _____ Lot-
tie. According to him, 90 per cent of people

DEFEND

10

don't know how to code. It _____ logical
to use a person without those skills to help pub-
licise the Year of Code.

SEEM

ЗАДАНИЕ 22

Дополните предложения соответствующими формами глаголов.

1

The northernmost city in Sweden,
Kiruna within the Arctic Circle is home
to about 18,000 residents. It sits on a hill
above Europe's largest iron ore mine that
_____ around for over a century.

BE

2

The mine was the reason Kiru-
na _____ . As the mine

FORM

3

_____ now, iron ore is now
being removed from underneath the city's
foundations.

EXPAND

4

Through a process called ground defor-
mation, the ground underneath the city is
slowly subsiding. Cracks _____
already in the surface of the ground in parts
of the city.

APPEAR

5

Fearing that large parts of the city
_____ in the coming decades, the
state-owned company that runs the mine,

COLLAPSE

6

_____ over a billion dollars to
move the city of Kiruna and its citizens about
two miles farther east in the coming decades.
The move has already begun and will take
place in stages. Those in the areas of Kiruna
nearest the mine _____ first soon.

PROMISE

7

The slow, incremental nature of the move
_____ already to a new nickname
for Kiruna: "millipede town."

MOVE

8

LEAD

When the move is complete, the city authorities plan to renovate abandoned areas of Kiruna into parks for recreation.

9

In the past, other cities _____

MOVE

10

for a variety of reasons. For example, the town of Hibbing, Minnesota, _____ over two miles in 1919 to make way for an iron ore mine.

MOVE

Прежде чем приступить к выполнению задания 23, повторите особенности употребления причастий в английском языке.

Participles

Причастие в английском языке представляет собой неличную форму глагола, которая, наряду со свойствами глагола, имеет свойства прилагательного и наречия.

Причастие настоящего времени (*Present Participle*) образуется путем прибавления окончания *-ing* к форме инфинитива без частицы *-to*: *reading* — читающий, *studying* — изучающий

Причастие прошедшего времени (*Past Participle*) правильных глаголов образуется путем прибавления окончания *-ed* к форме инфинитива без частицы *-to*, для неправильных глаголов используется III форма: *asked* — опрошенный, спрашиваемый, *bought* — купленный.

ЗАДАНИЕ 23

Дополните предложения соответствующими причастиями.

1	My nephew was _____ by the clown.	AMUSE
2	This lesson is so _____!	BORE
3	I'm feeling _____, so I'm going to go home, eat some chocolate, and go to bed early with a good book.	DEPRESS
4	I thought her new idea was absolutely _____.	FASCINATE
5	This maths problem is so _____. Can you help me?	CONFUSE
6	My sister is so _____ because she is going on holiday tomorrow.	EXCITE
7	The journey was _____! Twelve hours by bus.	EXHAUST
8	I hate long flights, I'm always really _____.	BORE
9	That film was so _____! There was no happy ending for any of the characters.	DEPRESS
10	I'm sorry, I can't come tonight. I'm completely _____.	EXHAUST
11	He was _____ when he saw a spider.	FRIGHTEN
12	We are going by helicopter! How _____!	EXCITE

Перед тем как перейти к выполнению заданий по грамматике в формате ЕГЭ, мы предлагаем проработать задание, сопровождаемое комментариями. Комментарии предлагаются к каждому слову для преобразования в соответствии с нумерацией 1–7.

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–7, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 1–7.

1

Nigel spelled it correctly which surprised the Trunchbull. She thought she had given _____ a very tricky word, one that he wouldn't have learned yet, and she was peeved that he had succeeded.

HE

2

Then Nigel said, still _____ on one leg, "Miss Honey taught us how

BALANCE

3

_____ a new very long word yesterday."

SPELL

4

"And what word was that?" the Trunchbull asked softly. The softer her voice became, the _____ the danger, but Nigel wasn't to know this.

GREAT

"Difficulty", Nigel said. "Everyone in the class can spell 'difficulty' now."

5

"What nonsense," the Trunchbull said. "You _____ to learn long words like that until you are at least eight or nine. And don't try to tell me everybody in the class can spell that word. You

NOT / SUPPOSE

6

_____ to me, Nigel."

LIE

7

"Test someone," Nigel said, _____ an awful chance. "Test anyone you like."

TAKE

1. Предлагаемая часть речи — местоимение, варианты трансформации которого *he, his, him, himself*. Прочитаем внимательно предложение и определим, что местоимение выполняет функцию дательного падежа (кому?), следовательно, выбираем вариант *him*.

2. Предлагаемая часть речи — глагол, это можно определить при переводе предложения и установлении места пропущенного слова в нём. Мы определяем, что *balance* в предложении не является сказуемым, так как сказуемое уже есть (*said*), соответственно, мы должны выбрать неличную форму глагола (Infinitive, Gerund, Present Participle или Past Participle). В данном случае предлагаемый глагол даёт дополнительную характеристику к действию главного героя (сказал, что делая?), поэтому мы выбираем форму Present Participle — *balancing*.
3. Следующим в списке также представлен глагол (*spell*). Мы также должны употребить неличную форму глагола, так как в предложении уже есть сказуемое (*taught*). Зная правила употребления инфинитива после вопросительных слов, мы выбираем форму *to spell*.
4. В следующем задании нам предлагается прилагательное: *great*. Как известно, варианты трансформации прилагательных — сравнительная и превосходная степени (*greater, greatest*). В этом предложении представлена конструкция the + сравнительная степень, the + сравнительная степень, поэтому правильным вариантом ответа будет *greater*.
5. В данном предложении употребляется Complex Subject, на это указывает инфинитивная форма *to learn*, в таком случае *suppose* употребляется в форме Passive Voice — правильный ответ — *are not supposed*.
6. При ответе на следующий вопрос мы должны обратить внимание на общее содержание текста, на основе чего определить, что характер действия глагола *lie* — процесс, соответственно, мы выбираем Present Continuous и образуем форму *are lying*. Обратим внимание на необходимые орфографические изменения *lie* — *lying*.
7. В последнем предложении необходимо также образовать неличную форму глагола, Present Participle — *taking*.

Задания в формате ЕГЭ

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–7, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 1–7.

ЗАДАНИЕ 24

- 1 If you see footage of penguins flying, check your calendar. There's a good chance it's April 1! The _____ day of April each year is celebrated as April Fools' Day. ONE
- 2 Although it's not a legal holiday, April Fools' Day _____ all around the world as a day filled with practical jokes and general silliness. CELEBRATE
- 3 So how did this tradition of craziness begin? In truth, it _____ a mystery for us. REMAIN
- 4 Some believe that April Fools' Day was the result of a desire to celebrate the turning of the seasons around springtime. In fact, since ancient times many cultures _____ such celebrations around the beginning of April. HOLD
- 5 For example, the ancient Romans _____ a festival named Hilaria on March 25. HAVE
- 6 Still, others believe April Fools' Day got _____ start because of the adoption of a new calendar in 1582. Many ancient cultures celebrated New Year's Day around April 1. IT
- 7 In 1582, Pope Gregory XIII ordered the use of a new calendar which celebrated New Year's Day on January 1. According to a legend, many people simply _____ about it. These people continued to celebrate New Year's Day on April 1. Eventually, other people began to make fun of these "fools" by tricking them into believing something false. NOT KNOW

ЗАДАНИЕ 25

Imagine arriving on a small island in the Pacific Ocean about halfway between the Island of Tahiti and the west coast of South America to find giant rock statues of human-like figures greeting you along the coastline. This is what Dutch sea captain Jacob Roggeveen

1

_____ when he arrived there in 1722 on Easter Sunday. This is why he called the 64 square mile island Easter Island. This remote island _____ by a small group of people known as the Rapanui.

FIND**2****INHABIT****3**

Easter Island is called the _____ inhabited island in the world. It is about 1,300 miles from the nearest island and about 2,200 miles from Chile. The giant statues of Easter Island are called moai and each moai _____ upon a large flat base or altar called ahu. There are nearly 900 of these

REMOTE**4****PLACE****5**

_____ on the island. There is a wide range of dates given for the _____

**STATUE
ONE****6**

settlers on Easter Island, between 400 to 1200 CE or even later. Archaeologists believe the last moai _____ around 1650. Just like at Stonehenge or the Pyramids, how the early people moved the large stones remains a mystery.

7**CONSTRUCT**

ЗАДАНИЕ 26

- | | | |
|----------|---|---------|
| 1 | Namibia _____ just north of South Africa on the Atlantic Coast of Africa. Parts of Namibia once were colonial territories claimed by Portugal, Germany, and South Africa, but in 1990 Namibia finally | LOCATE |
| 2 | _____ an independent nation. A little over 2 million people live in Namibia. | BECOME |
| 3 | At the beginning of the 1860s some parts of Namibia were once a German colony. After being controlled by Germany and Portugal, Namibia _____ by South Africa from 1915 to 1990. | CONTROL |
| 4 | A unique part of Namibia's geography is the _____ sand dunes in the world. The huge sand dunes stretch all along the Atlantic Coast of Namibia and are called the Namib Desert. | LARGE |
| 5 | The desert and _____ dunes are not just tan or grey in colour like ordinary sand. The sand is of pretty colours that include shades of pink and orange. The Namib Desert has the same types of creatures that live in deserts around the world. These include lizards, snakes, and a few small animals like meerkats. | IT |
| 6 | This desert also contains large creatures, _____ ostriches, Oryx gazelles, | INCLUDE |
| 7 | and a species of elephant that _____ already to living in the desert. | ADAPT |

ЗАДАНИЕ 27**1**

People around the world celebrate Boxing Day on December 26. Although Americans _____ Boxing Day as a holiday, people in many other parts of the world, including Canada, New Zealand, Great Britain, and Australia, look forward to the day after Christmas each year.

NOT RECOGNIZE

2

Let's take a look at a few of the _____ about the origins of Boxing Day. Historically, service workers, such as maids and drivers, had to work on Christmas.

THEORY

3

Employers would give them the day off on the _____ of December and present them with gifts of money, food, and clothing, as a sort of Christmas bonus. Some say the name "Boxing Day" was originated from the practice of putting these gifts in boxes for much _____ transportation.

TWENTY-SIX

4

EASY

5

Others claim Boxing Day dates back to Victorian-era England. In those days, the poor would go from house to house _____ for donations. Though plenty of families and businesses still celebrate Boxing Day by helping the less fortunate, Boxing Day now _____ around celebrating with friends and family.

ASK

6

REVOLVE

7

Although government offices and banks close on Boxing Day, stores remain open. In fact, Boxing Day _____ a bit like America's "Black Friday," a popular shopping holiday the day after Thanksgiving.

BECOME

ЗАДАНИЕ 28

1 Many Americans, especially those who live in suburbs, rely on their cars for transportation every day. People think nothing of driving 30 miles to work each day. _____

FAMILY

2 make daily trips back to school or other playing fields so kids can participate in sports and games or get some kind of lessons after school. It's a simple fact that Americans drive lots of miles each year. Europeans also rely on _____ automobiles. People in highly populated countries like India and China want the freedom that owning a car _____.

THEY

3

BRING

4

MAKE

Most cars run on gasoline that _____ from oil pumped from underground. Oil is one type of fossil fuel. Fossil fuels come from the remains of ancient plants and animals. As earth's environment changed over millions of years, these ancient remains _____

5

COMPRESS

by layers of rock and soil to create fossil fuels which are called a non-renewable source of energy because they cannot be replaced.

6

DESIGN

Researchers are working on _____ new kinds of engines that can use other types of fuel that are renewable. That means we can keep making the fuel from sources that eventually _____ out.

7

NOT RUN

ЗАДАНИЕ 29

The Premier Impressionist Claude Monet's paintings were quite different from the art styles that were popular in 1870s France. That time traditional artists _____ their artwork in a studio and their paintings were realistic — they looked exactly like the real world. Claude Monet was part of painters' group _____ Impressionists. Their paintings were light and a bit fuzzy — they gave an impression of what the real world looked like. Impressionists were very much interested in _____ a mood and showing the subtle effects of light. Sometimes Impressionists worked outside, a most unusual thought in their time. The Impressionist painters _____ by art critics because their paintings did not fit in with what was considered to be good art in the form of realism.

DO

CALL

CREATE

CRITICIZE

Knowing that trains were interesting subjects and represented modern progress, Claude Monet created a series of Impressionist paintings of trains from January to March 1877. He worked on _____ paintings right on the train platform at the Gare SaintLazare, the train station in Saint Lazare Street. Although there were many train stations in Paris, this was the _____ train station built in Paris, so it had historical significance. Monet's train scenes _____ his career into a success and for the station master made his train station famous until even now.

HE

ONE

TURN

ЗАДАНИЕ 30**1**

Do you remember when you first _____ to ride a bicycle? All the fear and frustration you felt as you were trying to get the hang of how to balance _____ on two wheels. But all that fear was swept away by the breeze you felt fly past your face when you first began pedalling.

LEARN

2

As riding a bike quickly became the _____ nature, there were probably a few lessons you had right away. For example, you understood that it was the _____ way to stay on smooth, paved surfaces. Although taking your bike off-road isn't a big deal at all if you have a mountain bike.

YOU

3

TWO

4

Actually, mountain bikes are a fairly-new invention. They _____ around since the late 1970s.

GOOD

5

BE

6

In the mid-1970s, a group of friends began _____ their bikes down the rough dirt paths on Mount Tamalpais. It _____ them long to notice how hard the trails were on their bikes. They made the bike for their friend Charlie Kelly. The specialized frame was made from steel and it added strength and stability.

RACE

7

Within a decade, multiple manufacturers were producing a wide variety of mountain bikes.

NOT TAKE

ЗАДАНИЕ 31

1	Most of us know the Campanile by _____ more popular name: the leaning	IT
2	Tower of Pisa. Although it _____ an exceptional example of Romanesque architecture, the 187-foot-tall Tower of Pisa is famous all over the world mainly because it leans.	CONSIDER
3	People believed that the tower's designer intended for it to lean. As it turns out, though, the tower's lean is an accident caused by poor _____.	PLAN
4	The Tower of Pisa was made of approximately 16,000 tons of limestone, lime mortar, and marble. Unfortunately, it _____ on a riverbed of sand and clay that's not strong enough to support a building so tall and heavy.	CONSTRUCT
5	The construction on the tower _____ in 1173. Because Pisa became involved in several wars, the tower wasn't completed until 1350.	BEGIN
6	Only a few years after construction started, people could see that the _____ three floors of the tower were leaning. As the next three floors were added, builders purposefully	ONE
7	built them with one side _____ than the other to try to correct the lean. This resulted in the tower leaning in the opposite direction. It also means that the tower is actually curved!	HIGH

ЗАДАНИЕ 32

Superheroes are everywhere these days. If you go to the movie theater, it seems like there's always a new superhero movie playing. Although it seems like superhero movies are especially popular nowadays, they actually _____ a fan favorite for a long, long time. Superheroes didn't debut in movies, though. They actually got their start on the pages of the _____ comic books.

BE

So who exactly invented comic books and when did they _____ appear? Scholars believe the _____ comic book in the world is The Adventures of Obadiah Oldbuck, which was published in Europe in 1837.

EARLY

ONE
OLD

The first American comic book, Funnies on Parade, was published in 1933. Rather than original content, however, it _____ of reprinted comic strips from newspapers, including such favourites as Mutt and Jeff, Joe Palooka, and Skippy.

COMPOSE

Still, the _____ comic book character of all time, Superman made comic books very popular and inspired the creation of a wide variety of characters with all sorts of superpowers.

RECOGNIZABLE

Comic books remain popular today. Classic comic books can also be extremely valuable. In 2014, a copy of the classic comic, in which Superman made his debut, _____ for over \$3 million!

SELL

ЗАДАНИЕ 33**1**

The term — Achilles' heel — is often used to describe the person's _____ weakness or vulnerability. In Greek mythology, Achilles was the son of an immortal goddess named Thetis and a mortal man _____ Peleus. When Achilles _____, Thetis thought she could make him immortal by submerging him into the River Styx.

GREAT

2**3**

NAME

BEAR

4**5**

As legend has it, Thetis held Achilles by his heel when she dipped _____ into the river. Therefore, his heel _____ by the magical waters of the River Styx and remained mortal and thus vulnerable.

HE

NOT TOUCH

Achilles went on to become a hero in the Trojan War. Tales of his heroics can be found in Homer's Iliad. Unfortunately, he was killed near the end of the war when he was shot in the heel by an arrow.

6

Over time, the term "Achilles' heel" _____ to mean a vulnerability or weakness in an otherwise strong person. For example, a seemingly-unbeatable warrior might be brought down by his Achilles' heel, such as pride or love for someone.

COME

7

Achilles also has his name attached to a part of your body that can be found at the heel. The Achilles tendon is the _____ tendon in the body, stretching from the calf muscles down to the heel.

STRONG

2**Задание на образование родственного слова***

Что предлагается в задании?	Текст, в котором пропущено 6 слов, используемых для образования новых однокоренных слов
Что нужно сделать учащемуся?	Образовать однокоренные слова на основе предложенных слов так, чтобы они грамматически и лексически соответствовали содержанию текста

Стратегии выполнения задания 2

Шаг 1. Пробежите глазами текст, постарайтесь понять общее содержание, основную мысль.



Шаг 2. Внимательно прочитайте предложение, в котором пропущено слово, проанализируйте порядок слов, определите, какую часть речи необходимо образовать.



Шаг 3. Вспомните суффиксы, которые используются для образования данной части речи, определите подходящий суффикс. Обратите внимание на то, что если требуется сохранить часть речи, как правило, вам нужно образовать слово с антонимичным значением с помощью префиксов.



* Данному заданию соответствует задание 26–31 письменной части ЕГЭ по английскому языку



Шаг 4. Проанализируйте орфографические особенности образованного слова — написано ли оно правильно.



Шаг 5. Определите, необходимо ли изменить слово грамматическим способом, например, поставить существительное в форму множественного числа и т. п., проанализируйте контекст и правила согласования.



Шаг 6. Прочитайте предложение ещё раз и проверьте себя.

В ходе экзамена проверяются умения учащихся 11-го класса использовать следующие словообразовательные элементы:

Суффиксы	Префиксы
<ul style="list-style-type: none"> — глаголов: <i>-ize/ise</i>. — существительных: <i>-er/or</i>, <i>-ness</i>, <i>-ist</i>, <i>-ship</i>, <i>-ing</i>, <i>-sion/ion</i>, <i>-ance/ence</i>, <i>-ment</i>, <i>-ity</i>. — прилагательных: <i>-y</i>, <i>-ic</i>, <i>-ful</i>, <i>-al</i>, <i>-ly</i>, <i>-ian/an</i>, <i>-ing</i>, <i>-ous</i>, <i>-ible/able</i>, <i>-less</i>, <i>-ive</i>. — наречий: <i>-ly</i>. 	<ul style="list-style-type: none"> — глаголов: <i>re-</i>, <i>dis-</i>, <i>mis-</i>. — прилагательных: <i>inter-</i>. — отрицательные префиксы: <i>un-</i>, <i>in-/im-</i>.

В таблице ниже мы приводим значения суффиксов и примеры их употребления:

Модель	Значение	Примеры
verb + er/or = noun noun + er/or = noun	используется для обозначения лица, называемого по роду занятий, или предмета (устройства) со специальной функцией	rider leader conditioner

Модель	Значение	Примеры
adjective + ness = noun	используется для обозначения состояния или качества, описываемых соответствующим прилагательным	happiness weakness illness
adjective/noun + ist = noun	используется для обозначения рода деятельности, убеждений, верований людей	scientist realist biologist
noun + ship = noun	используется для выражения собирательного или абстрактного значения	friendship leadership
noun + ing = noun verb + ing = noun other part of speech + ing = noun	используется для обозначения процесса, состояния, действия	swimming collecting painting
verb + sion/tion = noun	используется для обозначения процесса, состояния, абстрактного понятия, свойства, качества	transformation calculation accommodation investigation information
verb + ance/ence = noun adjective + ance/ence = noun	— используется для обозначения действия, движения, состояния, передаваемых соответствующим глаголом; — используется для обозначения качества или состояния, выраженных прилагательным	dominance appearance annoyance clearance attendance
verb + ment = noun	используется для обозначения действия, процесса, их результата, а также средства или инструмента	government movement achievement employment
adjective + ity = noun	используется для обозначения состояния или условия, описываемых исходным прилагательным	flexibility hospitality curiosity intensity

Модель	Значение	Примеры
noun + ize/ise = verb adjective + ize/ise = verb	используется для обозначения действия или процесса	scandalize formalize
verb + y = adjective noun + y = adjective	используется для выражения значений обладания чем-то, сходства с чем-либо, склонности к чему-либо	healthy dirty witty
part of speech + ic = adjective	используется для выражения следующих значений: — имеющий характеристики чего-либо; — относящийся к определённом стилю, в стиле чего-либо; — образование названий национальностей и языков	atomic Finnic Homeric
noun + ful = adjective	используется для выражения значения обладания данным качеством	painful helpful restful useful
noun + ian/an = adjective	используется для выражения значения принадлежности к народности или для обозначения профессии	musician Georgian Arabian
noun + ing = adjective	используется для образования отглагольных прилагательных	caring interesting young-looking
noun + ous = adjective	используется для выражения значения обладания данным свойством, признаком, характеристикой в значительной степени	dangerous spacious

Модель	Значение	Примеры
part of speech + ible/able = adjective	используется для выражения значения возможности осуществления действия, обладания некоторым качеством	comfortable acceptable credible
noun + less = adjective	используется для выражения значения «лишённый чего-либо», «не имеющий чего-либо»	healthless successless
verb/noun + ive = adjective	используется для образования относительных прилагательных	creative native
adjective/noun + ly = adjective	используется для выражения значения характерной черты или качества того, что обозначено основой	friendly manly
adjective/noun + ly = adverb	используется для образования наречий	patiently happily

В таблице ниже мы приводим значения префиксов и примеры их употребления:

Re-	передаёт значение «снова», «ещё раз»	<i>recover</i> — <i>снова покрывать</i>
	передаёт значение «обратно», «назад»	<i>re-enter</i> — <i>вернуться</i>
	передаёт значение «заново», «по-новому»	<i>regroup</i> — <i>перегруппировать</i>
	Обратите внимание на то, что приставка re- может писаться как слитно, так и через дефис. Это зависит от значения, которое передаёт приставка: если она употребляется с целью изменения или улучшения этого действия, то ставится дефис: <i>to re-elect</i> — <i>переизбрать</i> ; если re- передаёт значение восстановления первоначального результата или состояния, то пишется слитно: <i>to recapture</i> — <i>взять обратно</i> .	

Dis-	используется для образования слов со значением лишения чего-либо (обез-/обес-)	<i>to disarm — обезоруживать</i> <i>to disinherit — лишать наследства</i>
	образует слова со значением исключения из какой-либо организации	<i>to disbar — исключать барристера из корпорации</i>
	обозначает разделение на составные части, отделение	<i>to distribute — распределять</i>
	усиливает отрицательный компонент значения слова	<i>to disannul — полностью аннулировать</i>
Mis-	образует слова со значением «неправильно, неудачно», используется для обозначения слов с противоположным результатом	<i>to misunderstand — неправильно понимать</i> <i>to misdial — ошибаться при наборе номера телефона</i> <i>to misinform — дезинформировать; вводить в заблуждение</i> <i>to mistrust — не доверять</i>
Inter-	образует слова со значениями «меж-, между-, среди, внутри» (в пространственном и временном значении) образует слова со значением «взаимо-»	<i>international — международный</i> <i>interchangeable — взаимозаменяемый</i>
Un-	придаёт противоположное значение (не-)	<i>unable — неспособный;</i> <i>unappreciation — неблагодарность</i>
Im-in-	придаёт противоположное значение (не-, без-), приставка <i>im-</i> присоединяется к словам, начинающимся с «m», «b» и «p», приставка <i>in-</i> присоединяется ко всем словам, кроме слов, начинающихся на «m», «b», «p», «l», «Г»	<i>incalculable — неисчислимый</i> <i>indifferent — безразличный</i> <i>immature — незрелый, неспелый</i>

Перед тем как перейти к выполнению заданий на образование родственного слова в формате ЕГЭ, мы предлагаем повторить словообразовательные цепочки и выполнить тренировочные упражнения.

Тренировочные задания

Модели на основе ГЛАГОЛА

ЗАДАНИЕ 34

Образуйте однокоренные слова со значением «профессия, род деятельности». Обратите внимание на то, что используемые суффиксы могут отличаться.

verb	→	noun (person)
ADDRESS	→	
BUY	→	
CONSUME	→	
INHABIT	→	
JOG	→	
OWN	→	
PLAY	→	
RESEARCH	→	
SING	→	
SLEEP	→	
SPEAK	→	
SWIM	→	
USE	→	
VIEW	→	
VISIT	→	
WIN	→	
LEAD	→	

ЗАДАНИЕ 35

Образуйте однокоренные слова со значением «признак». Используйте разные суффиксы для образования имён прилагательных. Обратите внимание на то, что используемые суффиксы могут отличаться.

verb	→	adjective
DECORATE	→	
FISH	→	
RELY	→	
REMARK	→	
RESPONSE	→	
WONDER	→	
LEAD	→	

ЗАДАНИЕ 36

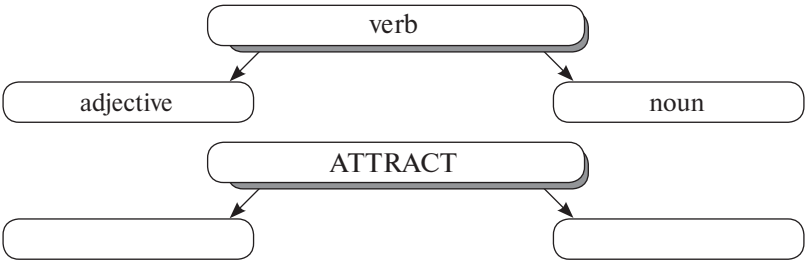
Образуйте имена существительные. Обратите внимание на то, что используемые суффиксы могут отличаться.

verb	→	noun
AGREE	→	
APPEAR	→	
ACHIEVE	→	
BEAT	→	
CELEBRATE	→	
CIVILIZE	→	
COMMUNE	→	
CONSERVE	→	
CONTRIBUTE	→	
COOL	→	
DEVELOP	→	
DOMINATE	→	

DRAW	→	
ENTERTAIN	→	
EXPECT	→	
INFECT	→	
INFORM	→	
MOVE	→	
PERFORM	→	
POPULATE	→	
POSSESS	→	
PREVENT	→	
PUNISH	→	
REFRIGERATE	→	
REGULATE	→	
SELECT	→	
SKI	→	
THINK	→	
TREAT	→	

ЗАДАНИЕ 37

Образуйте однокоренные слова.



COLLECT

COMMUNICATE

DIFFER

DECORATE

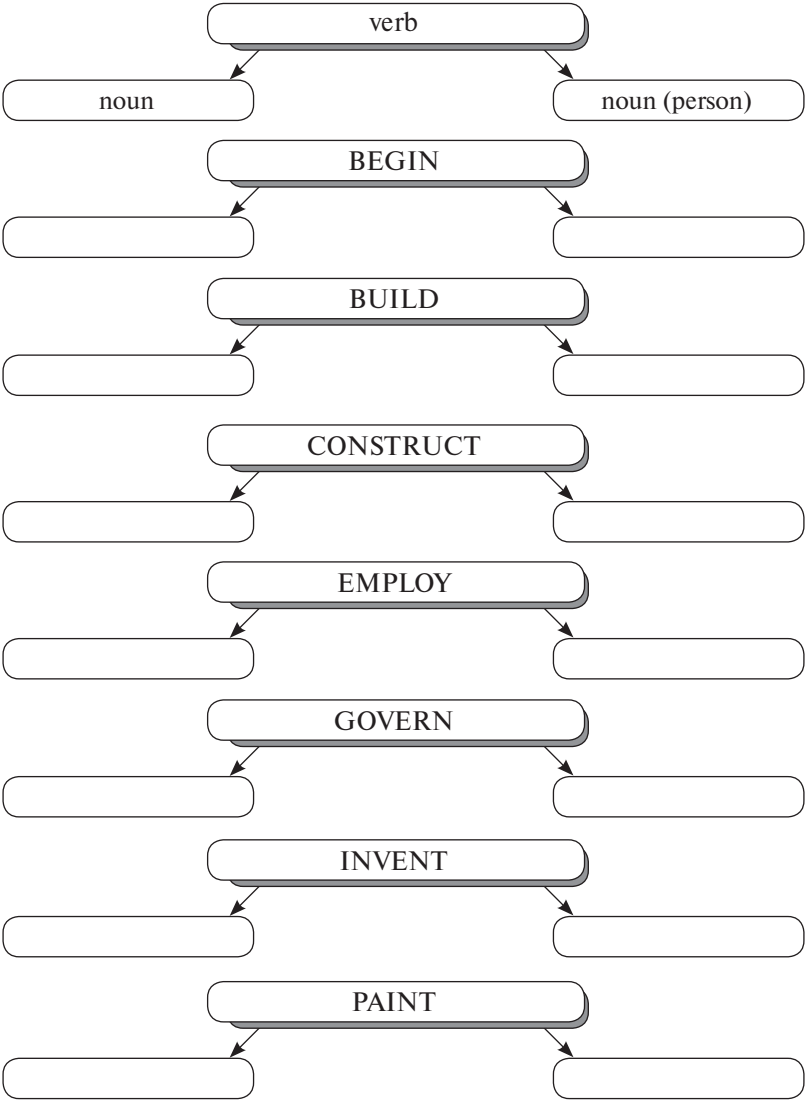
EXCITE

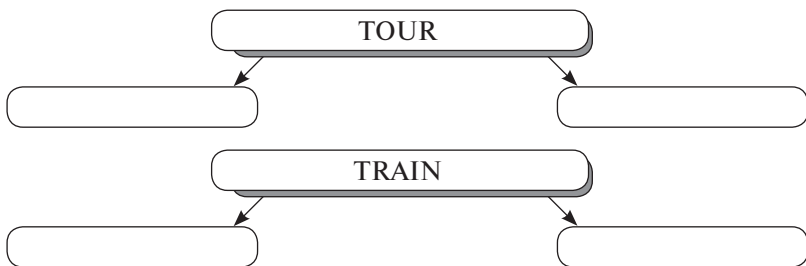
IMPRESS

VARY

ЗАДАНИЕ 38

Образуйте однокоренные слова.



**ЗАДАНИЕ 39**

Образуйте однокоренные слова на основе предложенной модели.

verb	+ less →	adjective
COUNT	→	
END	→	
REGARD	→	

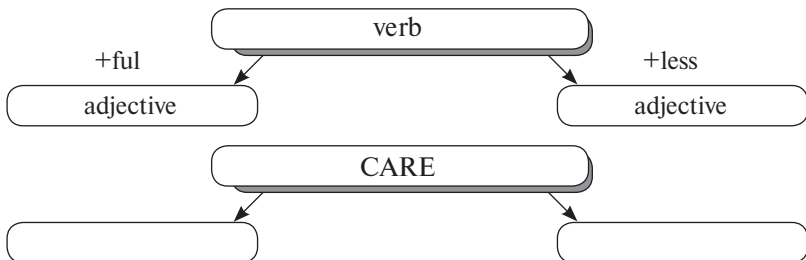
ЗАДАНИЕ 40

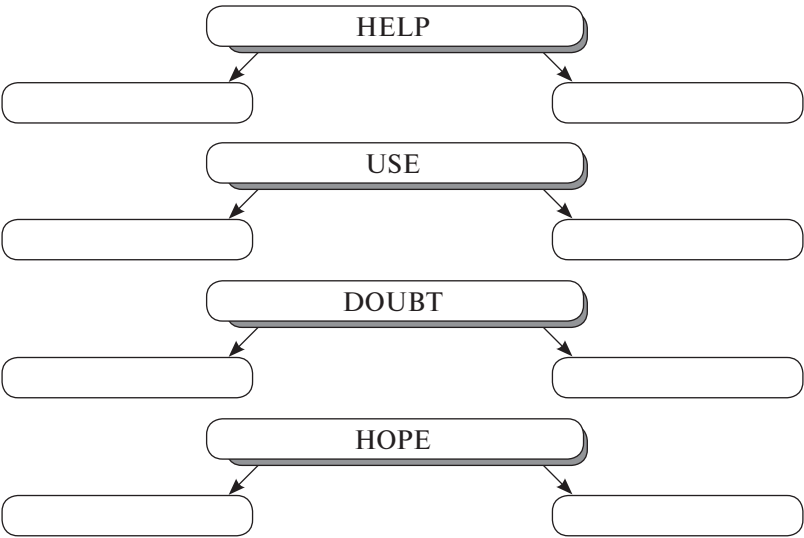
Образуйте однокоренные слова.

verb	→	adjective	→	adverb
AMAZE	→		→	
EFFECT	→		→	
THANK	→		→	

ЗАДАНИЕ 41

Образуйте однокоренные слова на основе предложенной модели.



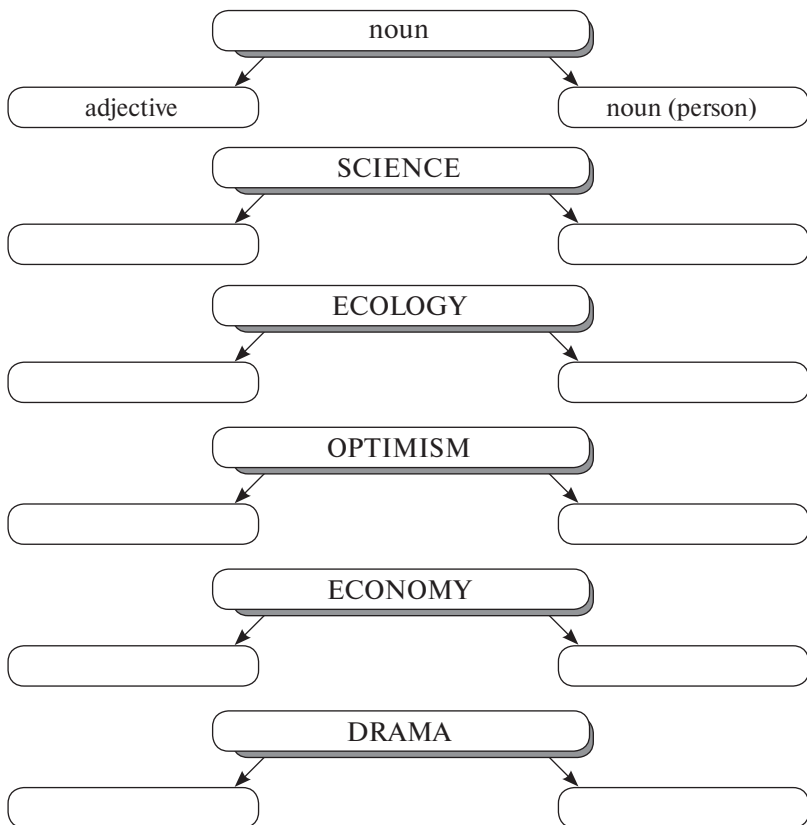


Модели на основе ИМЕНИ СУЩЕСТВИТЕЛЬНОГО

ЗАДАНИЕ 42

Образуйте глаголы.

noun	→	verb
SYMBOL	→	
CHARACTER	→	
MEMORY	→	
CRITICISM	→	
SCANDAL	→	

ЗАДАНИЕ 43**Образуйте однокоренные слова.****ЗАДАНИЕ 44****Образуйте однокоренные слова.**

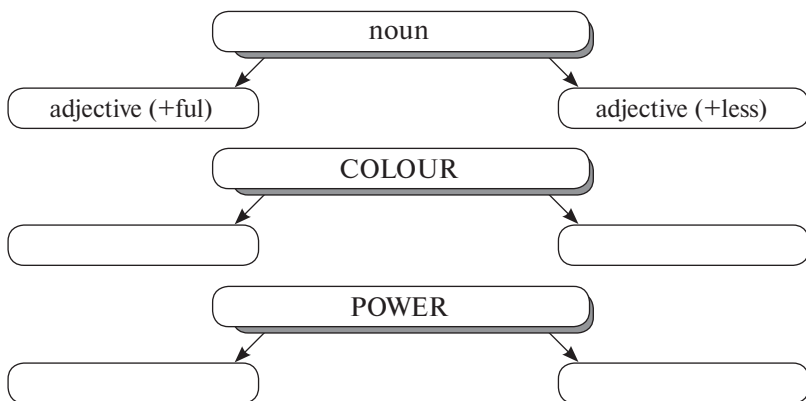
noun	→	adjective	→	adverb
BEAUTY	→		→	
GLOBE	→		→	
ESSENCE	→		→	

NATURE	→		→	
ORIGIN	→		→	
PEACE	→		→	
PERIOD	→		→	
PRACTICE	→		→	
SUCCESS	→		→	
TRADITION	→		→	

ЗАДАНИЕ 45

Образуйте имена прилагательные. Обратите внимание на то, что используемые суффиксы могут отличаться.

noun	→	adjective
ATOM	→	
CENTRE	→	
CHEMISTRY	→	
COLOUR	→	
COMFORT	→	
DANGER	→	
EDUCATION	→	
FAME	→	
FANTASY	→	
GEOGRAPHY	→	
MEANING	→	
MYSTERY	→	
RUSSIA	→	
STORM	→	
TECHNOLOGY	→	
VOLCANO	→	

ЗАДАНИЕ 46**Образуйте однокоренные слова****ЗАДАНИЕ 47****Образуйте однокоренные слова на основе предложенной модели.**

noun	+ ship →	noun
RELATION	→	
FRIEND	→	
LEADER	→	
MEMBER	→	
CITIZEN	→	

ЗАДАНИЕ 48**Образуйте однокоренные слова. Обратите внимание на то, что используемые суффиксы могут отличаться.**

noun	→	noun
ARCHAEOLOGY	→	
ASTRONOMY	→	
BIOLOGY	→	

FACT	→	
FARM	→	
VIOLIN	→	

Модели на основе ПРИЛАГАТЕЛЬНОГО

ЗАДАНИЕ 49

Образуйте имена существительные. Обратите внимание на то, что используемые суффиксы могут отличаться.

adjective	→	noun
ACTIVE	→	
ABLE	→	
DIFFICULT	→	
HAPPY	→	
IMPORTANT	→	
INTELLIGENT	→	
POPULAR	→	
WEAK	→	

ЗАДАНИЕ 50

Образуйте наречия.

adjective	→	adverb
ABSOLUTE	→	
ACCIDENTAL	→	
ALTERNATIVE	→	
CERTAIN	→	
CHEAP	→	
COMMON	→	
COMPARATIVE	→	

CORRECT	→	
EXTREME	→	
FINAL	→	
FREE	→	
GREAT	→	
HIGH	→	
INDIVIDUAL	→	
INITIAL	→	
LARGE	→	
MERE	→	
OFFICIAL	→	
POSSIBLE	→	
PROBABLE	→	
RAPID	→	
REAL	→	
SERIOUS	→	
SIGNIFICANT	→	
SIMPLE	→	
TERRIBLE	→	
TRUE	→	
WIDE	→	

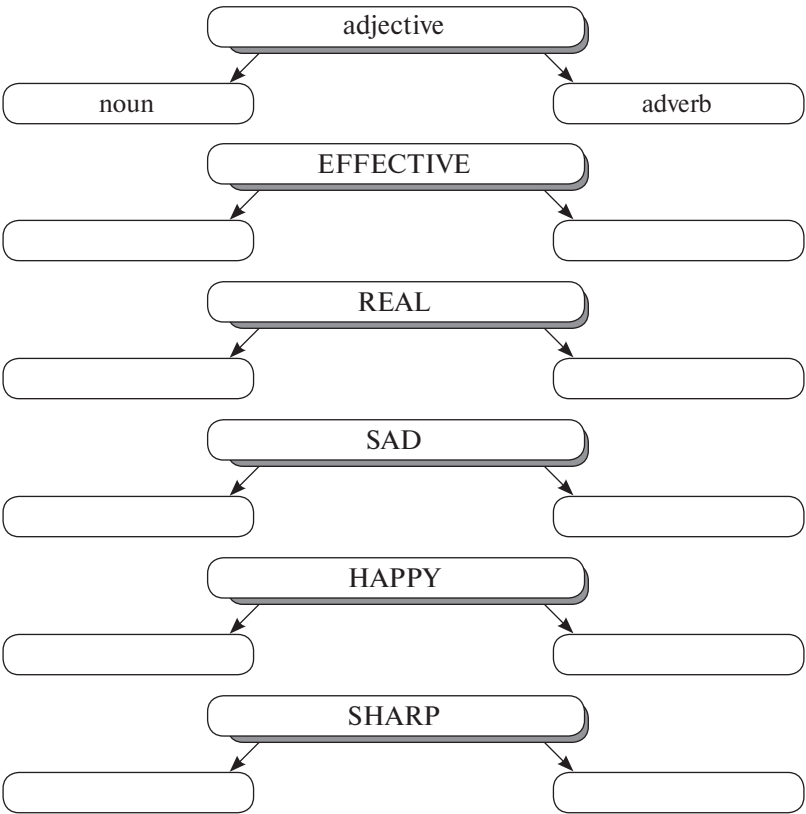
ЗАДАНИЕ 51

Образуйте однокоренные слова.

adjective	→	noun (person)
FOREIGN	→	
GLOBAL	→	

ЗАДАНИЕ 52

Образуйте однокоренные слова.



ЗАДАНИЕ 53

Образуйте однокоренные слова.

adjective	→	verb
MODERN	→	
SPECIAL	→	
NEUTRAL	→	

IDEAL	→	
REAL	→	

Часто школьникам сложно правильно употребить соответствующий префикс или аффикс. В таком случае мы рекомендуем руководствоваться следующим алгоритмом выполнения задания:

- прочитайте предложение;
- определите, какую часть речи вам следует употребить:
если часть речи остаётся неизменной (то есть, например, в задании уже дано прилагательное, а по порядку слов можно определить, что необходимая форма также является прилагательным), велика вероятность того, что ответ должен быть образован на основе отрицательного префикса или аффикса;
- проверьте себя, уточнив содержание предложения.

Например,

Предложение	Словообразова- тельная основа	Правильный ответ
Don't _____ me — I'm not criticizing your deci- sion.	understand	misunderstand
They began to _____, and their voices got angry.	agree	disagree
She wasn't in this alone, and it was _____ to shelter the children from it.	possible	impossible

Задания в формате ЕГЭ

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 1–6, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 1–6.

ЗАДАНИЕ 54

1

Large amounts of garbage resulting from a consumption-driven and densely populated society have led a lot of waste _____

MANAGE

2

to adopt, and promote an approach to the waste problem summarized by the phrase "reduce, reuse, and recycle". This slogan reminds consumers of the actions they can take to _____ the burdens that their waste creates: reducing waste, reusing waste when possible, and recycling waste into goods for tomorrow.

MINIMUM

3

The first and most _____ component is reducing the waste created. In addition to benefiting the environment, these efforts often offer consumers and businesses the _____ incentive of lower expenses in purchases.

EFFECT

4

FINANCE

5

Despite efforts to reduce the amount of waste generated, consumers and businesses still create substantial waste. Much of this waste can _____ be reused. When waste is _____ discarded, segregating items for recycling from other waste is important. Recyclables include glass, newspaper, aluminum, cardboard, and a surprising array of other materials. Lead, for example, has one of the highest recycling rates because of laws requiring the recycling of lead-acid batteries.

IMMEDIATE
EVENT

6

ЗАДАНИЕ 55

1	Diseases are one of the factors threatening us from having a properly _____ life.	FUNCION
2	Throughout our history, epidemics have caused the _____ of whole populations. Over the last century, the humankind has discovered many microorganisms that cause diseases in humans and animals, and has learned how to protect itself from them, by either prevention or _____.	EXTINCT
3		TREAT
4	A disease is an illness that affects the body or mind. When you have a disease, you do not feel as _____.	HEALTH
5	Some diseases, like the common cold, come and go _____. Others last longer. Some diseases can be passed on from one person to another. These are called _____ diseases. One way to stop the spread of these diseases is to stop contacts between people during the time that the disease can be spread. Other illnesses are caused by how people live, by conditions they are born with, or by hazards around them. In order to reduce the risk of getting these diseases, people must try to change how they live or decrease the hazards.	QUICK
6		INFECTION

ЗАДАНИЕ 56**1**

As humans, we develop habits that we follow throughout life. While many of the typical person's habits are fit, most of us also develop a number of _____ habits over time. Conscious effort is necessary to adopt a new habit or change a bad habit to a more

HEALTH**2**

_____ one.

BENEFIT**3**

One of the most important healthy habits is to follow a nutritious diet each day. Avoid eating large portions, and eat only when you are _____, never because you are bored or stressed.

HUNGER**4**

Many doctors recommend maintaining the same sleep schedule seven days a week. Sleep in a dark room without _____ such as music or other noise.

DISTRACT**5**

If you _____ have difficulty falling asleep, ask your physician about other ways to relax before bedtime.

REGULAR**6**

When life gets hectic, many individuals fail to learn the rules of healthy stress _____. Talking and laughing with friends, watching a movie, taking a nature walk, reading a book or playing a game can all help reduce stress levels.

MANAGE

ЗАДАНИЕ 57

Ballet is a type of dance that dates back to the 15th century (in the 1400s). It is an art form that can be used to express a feeling, tell a story, or interpret a song. Ballet dancers are strong,

1

_____, and flexible. Ballet dancers may be men and women - ballet is not just for girls!

GRACE

2

Many movements in ballet are _____ for the human body. Not only do dancers need to control their bodies well to perform different

USUAL

3

types of _____, but they need to have a good understanding of music to be able to dance in time with it. Dancers must go through

MOVE

4

a lot of training. Many take classes almost _____ if they'd like to be professional

DAY
SLOW**5**

ballet dancers. They should start _____ when learning new steps. Stretching is an important part of dance class, as well, so that

dancers can bring their legs up high to make beautiful lines. Many dancers stretch at both the beginning and end of class, but are

6

_____ not to overstretch their muscles when their muscles are not warmed up.

CARE

ЗАДАНИЕ 58

Not only is the Bald Eagle a prominent symbol of the United States, it is also the national bird. It can be found throughout North America, including most of Canada and Alaska, all of the _____ United States, and northern Mexico.

CONTINENT

1

Its _____ name is *Haliaeetus leucocephalus*. This name comes from the following four Greek root words: hali (salt), aetus (eagle), leuco (white), and cephalis (head). Put all that together and the Bald Eagle is a white-headed sea eagle!

SCIENCE

2

Bald Eagles are mainly brown with a white head and tail. You may be wondering why they're called "bald" when they _____ have white feathers on their heads. The name actually comes from an old English word — piebald — which meant "white-headed" rather than _____.

OBVIOUS

3

Once an endangered species, the action on _____ in the past 25 years have led to significant increases in Bald Eagle populations. On June 28, 2007, the Bald Eagle was officially removed from the List of Endangered and Threatened Wildlife. Since it's the national bird, however, it still receives _____ under the Migratory Bird Treaty Act.

HAIR

4

CONSERVE

5

PROTECT

6

ЗАДАНИЕ 59

Close your eyes and imagine that you were one of the first Native Americans to explore the area that is now Buffalo, New York. As you travelled farther north along the Niagara River, you began to hear a distant roaring sound.

1

What could it be? Does some humongous beast lie in wait ahead? Your _____ gets the best of you and you press onward.

CURIOUS**2**

The roar continues to grow louder and louder until the mystery _____ reveals itself: Niagara Falls!

FINAL**3**

Niagara Falls is certainly one of the most amazing sights that Earth has to offer but Earth has several other incredible waterfalls that are just as _____ as Niagara Falls, but there are also thousands upon thousands of waterfalls on rivers, streams, and creeks all over the world. How _____ are all these waterfalls formed?

IMPRESS**4**

Water is a _____ erosive agent, and different types of rock erode at different rates.

EXACT**5**

Over time, this process continues until the _____ between the hard and softer rock layers becomes nearly vertical. At that point, a waterfall has been created!

POWER**6****STEEP**

ЗАДАНИЕ 60**1**

If you think about handwriting, you'll quickly _____ that it's a complicated task that involves multiple parts of the body at once. Your brain must _____ the letters you want to write. Your nerves must communicate those intentions to the muscles in your hands and arms.

REAL

2

_____ the letters you want to write. Your nerves must communicate those intentions to the muscles in your hands and arms.

VISUAL

3

At the same time, your eyes watch the letters as you write them, constantly monitoring their shapes and alerting your brain to _____ that need to be made. As if all that wasn't enough, your handwriting can also be affected by a variety of _____ factors, such as the temperature of the room, your stress level, time constraints, and your overall mood.

CORRECT

4

_____ factors, such as the temperature of the room, your stress level, time constraints, and your overall mood.

ENVIRONMENT

5

When you put all those factors together, it's no surprise that each person's handwriting turns out _____ from others. In fact, an individual's handwriting isn't _____ always the same, since it can vary based upon any of the factors mentioned previously. Even twins have different handwriting!

DIFFER

6

_____ always the same, since it can vary based upon any of the factors mentioned previously. Even twins have different handwriting!

NECESSARY

ЗАДАНИЕ 61

Scuba diving allows kids and adults to explore the fascinating realm of the ocean from under the water. Anyone who wants to be able to go scuba diving must take classes to learn how to use scuba gear and how to have underwater adventures

1

_____. Lessons must be given by a certified scuba _____. The lessons for _____ are given in the safe and calm environment of a swimming pool.

2**3****4****5**

The big _____ of first scuba lessons is the very first real dive in a pond, lake, or shallow ocean. Novice _____

especially enjoy diving in shallow tropical waters to view the fascinating structures of coral reefs and the colorful fish that inhabit them. Visitors to places with coral reefs often can take lessons there and begin ocean scuba diving on their vacation. Some experienced divers enjoy searching for and exploring sunken ships; this is called wreck diving. _____ scuba divers may

6

participate in underwater rescues or perform other underwater work like measuring water quality, filming documentaries, or laying underwater cables.

SAFE
INSTRUCT
BEGIN

EXCITE

DIVE

PROFESSION

ЗАДАНИЕ 62

Did you just take a look around the area where you are right now? Did you see any pollution? Hopefully not! But the pollution we're talking about is _____.

1

VISION

Even if you can't see this type of pollution, you can _____ hear it. That's the problem! We're talking about noise pollution, and it could be affecting you more than you realize. Alarm clocks, hair _____, automobile engines, school bells, voices, music, dogs barking, televisions, traffic, and the list goes on and on.

2

DEFINITE

3

DRY

We get so used to these sounds that we often give them little thought. They're just part of our everyday lives. However, these "normal" sounds often cross the line and become _____ or disturbing sounds. When they do, we define them as noise pollution, because they can affect our quality of life and interfere with normal _____.

4

WANT

5

ACTIVE

Is noise pollution really a big deal, though? In addition to the effects of noise pollution on wildlife and the environment, noise pollution has a _____ of serious consequences for human beings.

6

VARY

ЗАДАНИЕ 63

For some of us, cartoons and movies are just the beginning. We sleep with stuffed cartoon characters and wear clothing with their images. And every now and then, we take a vacation to a place where we can interact with these characters in a _____ land.

1**MAGIC**

Where can we do all this? Disneyland, of course!

2**3**

Walt Disney didn't start out life as a theme park _____. Instead, he began his career as a _____ artist before starting a small studio in Los Angeles to produce animated cartoons. In 1928, his first short film, Steamboat Willie, introduced the world to Mickey Mouse and became a great success.

**DESIGN
COMMERCE****4**

In the 1950s, Walt Disney started dreaming of the _____ that the entire family could enjoy together. He was inspired by letters from children who wanted to meet Mickey Mouse.

AMUSE**5**

Disney wanted his park to be located near Los Angeles, but large parcels of land that were both _____ and convenient were difficult to find.

AFFORD**6**

Its _____ began during the summer of 1954 with a planned opening in just 12 short months. At a cost of nearly \$18 million, Disneyland finally opened to the public on July 17, 1955.

CONSTRUCT

3**Задание на множественный выбор***

Что предлагается в задании?	Текст с 7 пропусками, к каждому из которых предлагаются по 4 возможных варианта ответов
Что нужно сделать учащемуся?	Выбрать варианты ответов, соответствующие особенностям употребления лексических и грамматических явлений английского языка

На основе анализа материалов задания 3 раздела «Грамматика и лексика» мы выявили следующие тематические блоки, которые предлагаются для проверки уровня владения лексико-грамматическими навыками и умениями:

- 1) грамматические конструкции;
- 2) синонимы;
- 3) фразовые глаголы;
- 4) различия в употреблении глаголов широкой семантики;
- 5) устойчивые выражения (идиомы и фразеологизмы);
- 6) коллокации и комбинаторные особенности употребления лексических единиц;
- 7) употребление предлогов;
- 8) глагольное управление;
- 9) глаголы широкой семантики;
- 10) вводные слова.

Успешное выполнение данного задания зависит от владения разноплановыми лексическими элементами, что свидетельствует, с одной стороны, о чувстве языка, а с другой — является показателем достаточно длительного периода освоения иностранного языка и кропотливой работы над лексикой. Наша рекомендация — регулярно в процессе овладения иностранным языком фокусироваться на языковых нюансах: быть внимательным к сочетаниям слов, значениям, особенностям употребления.

* Данному заданию соответствуют задания 32–38 письменной части ЕГЭ по английскому языку

Тренировочные задания

Confusing Words: Sense of Sight

Обратите внимание на различия в употреблении глаголов *see/ look at/ watch*:

LOOK (AT) — *смотреть* на что-то статичное, неподвижное, концентрировать внимание на этом, глагол передаёт целенаправленное действие.

SEE — *видеть* (человек видит предметы, которые попадают в поле его зрения), глагол передаёт нецеленаправленное действие, это способность человека. Обратите внимание на то, что данный глагол не употребляется во временах группы Continuous. Также глагол *see* в некоторых случаях имеет значение «встречаться, увидиться».

WATCH — *смотреть, наблюдать* в течение некоторого периода времени, смотреть на что-то изменяющееся, наблюдать за действием в его развитии и т. д. Глагол передаёт целенаправленное действие.

Обратите внимание на то, что глагол *watch* используется в значении «смотреть кино, фильм, телевизор» и т. п.

I look at him. — Я смотрю на него.

I see him. — Я вижу его.

I watch him. — Я наблюдаю за ним.

Обратите внимание на глаголы, характеризующие особенности зрительного восприятия, и изучите различия в их употреблении.

gaze at — look (at something or someone) for a long time

glance at — give a quick short look

peer at — look carefully or with difficulty

stare at — look steadily with eyes wide open

scan — look at or examine (something) carefully

glimpse — to catch sight briefly or momentarily

Обратите внимание на существенную разницу между ‘glance’ и ‘glimpse’:

Glimpse — to catch sight briefly or momentarily

Glance — to look hastily or briefly

Glimpse is sometimes wrongly used where *glance* is meant:

He gave a quick glance (not glimpse) at his watch.

Glance is sometimes wrongly used where *glimpse* is meant:

He caught a glimpse (not glance) of her making her way through the crowd.

ЗАДАНИЕ 64

Дополните предложения, используя данные глаголы.

gaze, stare, peer, glance, watch

- 1 If you ... at something, you look at it very hard, usually because it is difficult to see clearly.
- 2 If you ... at someone or something, you look steadily* at them for a long time.
- 3 If you ... something, you observe it closely or attentively.
- 4 If you ... at someone or something, you look at something very briefly.
- 5 If you ... at someone or something, you look at them for a long time.

ЗАДАНИЕ 65

Дополните предложения, используя данные глаголы.

- 1 Mariana ... at him for a long, long time, then answered, as if to herself.
a. gazed b. glanced c. watched d. scanned
- 2 She ... at me over the top of her *Wall Street Journal* and winked**.
a. noticed b. watched c. glanced d. saw
- 3 Scarlett ... anxiously in the mirror at her sixteen-year-old face as if expecting to see wrinkles.
a. watched b. noticed c. peered d. scanned

* *Steadily* — неизменно, неуклонно, постоянно

** *Wink* — подмигивать; перемигиваться

- 4 Andy ... at me as though he'd never seen me before, but I didn't give him time to question me.
a. noticed b. stared c. watched d. glimpsed
- 5 Looking about, he ... a faint movement from the corner of his eye and turned.
a. glimpsed b. glanced c. stared d. gazed
- 6 He ... at the envelope and put it into his pocket.
a. saw b. looked c. watched d. noticed
- 7 "What's the matter?" said Torpenhow, as he ... Dick's friends wave when the last of the regiment had departed.
a. stared b. glanced c. looked d. saw
- 8 As she ... from her half-closed eyes the monks who had gathered round the steps to see her off, she nodded graciously and said: "Good-bye, my friends!"
a. gazed b. scanned c. stared d. glanced
- 9 He ... her until she passed beyond the window frame.
a. looked b. stared c. watched d. glanced
- 10 I ... her through the glass part of the door.
a. gazed b. glanced c. saw d. looked

Обратите внимание на многозначные существительные, характеризующие особенности зрительного восприятия, и изучите различия в их употреблении.

Look: the act of looking.

Vision: the act or power of sensing with the eyes.

Sight: the power or faculty of seeing; perception of objects by use of the eyes; vision.

View: an instance of seeing or beholding; visual inspection; sight; vision.

Все представленные слова — многозначные. Нужно быть внимательным при использовании того или иного слова, понимать различия в значениях и употреблении.

ЗАДАНИЕ 66

Проанализируйте значения данных имён существительных.

SIGHT	VIEW	LOOK	VISION
1. зрение	1. вид, пейзаж, панорама	1. взгляд	1. зрение, зрительное восприятие
2. поле зрения, видимость	2. вид, изображение	2. выражение лица, вид	2. проницательность, предвидение
3. вид; зрелище; образ	3. поле зрения, видимость	3. внешность, наружность, облик, вид	3. мечта, представление, картина
4. (<i>sights</i>) достопримечательности	4. взгляд, мнение, точка зрения		

ЗАДАНИЕ 67

Прочитайте предложения. Определите, какие значения выражают слова sight / view / look / vision в них.

1. A stranger came into view and people in the square began speaking to each other.
2. His explanations and excuses were a funny sight for the whole family and neighbours.
3. The look of this year will be relaxed and casual.
4. We were so tired but happy because we had spent the whole day seeing the sights.
5. Her worried look explained everything.
6. As a leader, he lacked vision.
7. The house has a beautiful view down the valley.
8. He has poor vision in his left eye.
9. He worked tirelessly toward his vision of world peace.
10. His sight was exquisitely keen and clear.
11. He expressed his view and everybody agreed with him.

12. She had a worried look about him.
13. A photographer is preparing to take a view of the castle.
14. The car came into the sight and it was a real surprise for everyone.

ЗАДАНИЕ 68

Проанализируйте значение данных фраз.

<i>view</i> — вид, взгляд, мнение, осмотр, поле зрения
to come into view — появляться, показываться to disappear from smb's view — исчезать у кого-либо из виду to have / take a view of smth — смотреть что-либо out of view — быть вне поля зрения
<i>sight</i> — вид, взгляд, зрение, зрелище (достопримечательность), поле зрения
to get out of sight — исчезнуть из поля зрения to disappear / vanish from sight — исчезнуть из поля зрения to come into sight — появиться в поле зрения at / on sight — при виде at first sight — с первого взгляда / на первый взгляд to catch sight of — увидеть, заметить to drop out of smb's sight — исчезнуть из чьего-либо поля зрения
<i>look</i> — взгляд, вид, взор, внешность
to dart / shoot a look — бросить взгляд to give smb a look — взглянуть на кого-либо to get / have / take a look at smb / smth — посмотреть на кого-либо / что-либо

ЗАДАНИЕ 69

Выберите правильный вариант.

1. At the ... of this phenomenon, the fat boy uttered* an interjection and the ladies a scream, almost simultaneously.
a. view b. vision c. look d. sight

* Utter — издавать звук; произносить

2. In my heart I shared his feeling, but it was necessary to take a broader ... of the real position.
a. glimpse b. vision c. view d. sight
3. So it was impossible to have fallen in love with her at first
a. vision b. view c. sight d. look
4. In another moment the airplane came into ... again, a little thing far away, coming round in a wide curve and going slower.
a. look b. view c. glance d. glimpse
5. When most of the benches had vanished from ..., a few latecomers appeared: one more yellow one, and then another, blue, the last.
a. sight b. look c. glance d. vision
6. Tom stepped out of ... after Carys, and there was a noise of struggle, but Marty had little time to analyze it, as Chad doubled him up with a blow to the stomach.
a. sight b. look c. glance d. vision
7. When she reached the threshold* of the pavilion, she turned round and gave a last ... at the Paradou.
a. sight b. look c. view d. vision
8. Matt started to say something else, took a closer ... at Sandy's face and wisely decided to keep his mouth shut.
a. sight b. vision c. look d. view
9. She could see, through the gap, a clearing in the forest, allowing an open ... of the sky and moon overhead.
a. sight b. vision c. look d. view
10. She shot me a warning ... , a quick reminder that I was supposed to be in her team.
a. sight b. vision c. look d. view
11. From this point of ... we shall consider here complete ciphers** of uniformly continuous functions.
a. sight b. vision c. look d. view

* *threshold* — порог

** *Cipher* — код, шифр, тайнопись

ЗАДАНИЕ 70

Распределите данные слова на группы в соответствии со значениями.

1	2	3	4	5	6
to see or look at	to show or reflect	a look at something	easy to see	hard to see	instruments of seeing

admire, observe, perceive, glance, admire, glance, glimpse, look, notice, observe, perceive, telescope, flash, glimpse, brighten, scan, microscope, mirror, see, flicker, gleam, look, notice, glitter, glisten, glow, reflect, shine, sparkle, twinkle, view, watch, sight, stare, glance, glimpse, look, observation, glasses, periscope, clear, distinct, transparent, visible, bleary, dark, dim, indistinct, invisible, binoculars, reflector, dazzle, scan, see, sight, stare, view, watch

ЗАДАНИЕ 71

Выберите правильный вариант.

A great ancient sage once stated that the eyes are the ‘windows’ of the soul. How clear is your **1** ... ? Healthy eyes are a marvel of nature's creation. A person with above average **2** ... can easily read the 10-foot line on the Snellen Eye Test Chart. In order to **3** ... properly, the eyes must accommodate. Here is the reason why the normal eye when **4** ... at a distant object becomes shortened.

The human eye was not designed by creation for extended use in close-work (reading, computers, factory work, sewing, etc). **5** ... at distant things is the natural position of the eye (20 or more feet away). As a rule, people lose the ability to focus at the close point at the age of 50. When they lose this ability, they tend to **6** ... at objects or look hard at them. These bad eye habits impair their eyes even further.

Dr Harold M. Peppard wrote **7** ... *Without Glasses* in 1960. He gave useful instructions. He wrote that while reading people should not **8** ... and skim so they trained their eyes to act normally. Besides, he added that looking up from the close work was an important eye habit people could practice while reading, at the office, or **9** ... television.

Another doctor Edmund Shaftsbury **10** ... American Indians practicing for clear, sharp **11** ... vision. It helped him to develop Distant Vision

Exercise: focus your eyes on the tip of your nose for six seconds. Next, then **12** ... at twenty feet further, then fifty feet, a hundred feet, a thousand feet, and finish by looking into the horizon.

1	a. vision	b. view	c. look	d. glimpse
2	a. eyetooth	b. eyesight	c. eyelashes	d. eyeball
3	a. gaze	b. look	c. stare	d. see
4	a. looking	b. watching	c. scanning	d. noticing
5	a. gazing	b. watching	c. noticing	d. seeing
6	a. scan	b. watch	c. peer	d. see
7	a. sight	b. view	c. look	d. glimpse
8	a. stare	b. gaze	c. scan	d. glance
9	a. watching	b. looking	c. seeing	d. observing
10	a. looked	b. saw	c. perceived	d. peered
11	a. telephonic	b. televisual	c. telecommuting	d. telescopic
12	a. gaze	b. glance	c. glimpse	d. stare

Confusing Words: Verbs of Speaking

Обратите внимание на различия между глаголами *SAY*, *SPEAK*, *TELL* и *TALK*:

TELL

- используется в ситуации, когда кто-то рассказывает или сообщает кому-либо о чём-либо: *He doesn't want to tell me the story of their neighbour;*
- используется в ситуации, когда кто-то кому-то приказывает (в этом случае после *tell* будет находиться глагол в неопределённой форме): *He told us to wait for him.*

- используется в ситуации, когда кто-то говорит что-то: *Are you telling the truth?*

SPEAK

- используется в ситуации, когда делается акцент на способность говорить: *Does your daughter speak?*;
- используется в ситуациях, когда кто-то беседует с кем-либо о чём-либо: *Do you want to speak about it?*;
- используется в ситуациях, когда кто-то говорит на каком-нибудь языке: *He speaks German well*;
- используется в ситуациях, когда кто-то выступает на собрании: *I'm not used to speaking in public*;
- используется при указании на лицо, к которому обращено высказывание, употребляется с частицей *to*: *She is speaking to her teacher now*.

SAY

- используется в ситуациях, когда кто-то хочет что-то сказать: *Why can't he say what he means?*;
- используется в ситуациях, когда кто-то хочет что-то произнести: *He said nothing*;
- используется в ситуациях, когда кто-то высказывает свою мысль: *He says the first thing that comes into his head*;
- используется для передачи прямой и косвенной речи: *She said she was unhappy*;
- используется при указании на лицо, к которому обращено высказывание, употребляется с частицей *to*: *She said to me that she was unhappy*.

TALK

- является более разговорным вариантом SPEAK;
- используется в ситуациях, когда кто-то говорит что-то: *You are talking nonsense*;
- используется в ситуациях, когда кто-то обсуждает что-то, разговаривает о чём-то, говорит о чём-то: *They are talking about a new railway station*.

ЗАДАНИЕ 72

Выберите правильный вариант.

- 1** Your father ... me that you are good at swimming.
a. talks b. says c. speaks d. tells

2 ... me if you have ever been to risky situations.
a. talk b. say c. speak d. tell

3 He always ... me some interesting stories about his cats.
a. talks b. says c. speaks d. tells

4 Yesterday, we were sitting, drinking coffee and ... about the weather.
a. talking b. saying c. telling d. asking

5 Can we ... tomorrow? I have to go to work now.
a. talk b. say c. tell d. ask

6 You should ... to your parents about that.
a. speak b. say c. tell d. talk

7 I don't want to ... you again and again to do your homework.
a. speak b. say c. tell d. talk

8 English is ... all over the world.
a. spoken b. said c. told d. talked

9 I don't have anything more to Leave me alone!
a. speak b. say c. tell d. talk

10 They never stop It drives me crazy.
a. asking b. saying c. telling d. talking

11 The girls love to ... about clothes.
a. speak b. say c. tell d. talk

- 12** Speak up! My grandmother can't hear what you're She is a little deaf.
a. asking b. saying c. telling d. talking
- 13** Listen to me. I would like to ... you a joke.
a. speak b. say c. tell d. talk
- 14** My parents don't always ... the same language.
a. speak b. say c. tell d. talk
- 15** She ... "goodbye" to him and went away.
a. spoken b. said c. told d. talked

Устойчивые сочетания с глаголами говорения

SAY	ASK	TELL	TALK	SPEAK
good morning good evening something one's prayers a few words so no more for certain for sure	a favour the time a question the price	the truth a lie (smb) the time smb one's name a story smb a secret smb the way one from another smb's fortune smb the difference	politics literature sense business rubbish	one's mind a language ill (of)

ЗАДАНИЕ 73

Составьте словосочетания.

a story

a word

rubbish

literature

prayers

politics

one's mind

the truth

for sure

sense

the way

a secret

nothing

a lie

English

the difference

say

speak

tell

talk

ЗАДАНИЕ 74

Выберите правильный вариант.

1A friend can ... you things you don't want to tell yourself. (*Frances Ward Weller*)

a. tell

b. speak

c. talk

d. say

2Speak clearly, if you ... at all; carve every word before you let it fall. (*Oliver Wendell Holmes*)

a. tell

b. speak

c. talk

d. say

3 Forgive me my nonsense, as I also forgive the nonsense of those that think they ... sense. (*Robert Frost*)

- a. tell b. speak c. talk d. say

4 Always be ready to ... your mind and a base man will avoid you. (*William Blake*)

- a. tell b. speak c. talk d. say

5 Don't ... people how to do things, tell them what to do and let them surprise you with their results. (*George Patton*)

- a. tell b. speak c. talk d. say

6 'Thank you' is the best prayer that anyone could 'Thank you' expresses extreme gratitude, humility, understanding. (*Alice Walker*)

- a. tell b. speak c. talk d. say

7 ... me and I forget. Teach me and I remember. Involve me and I learn. (*Benjamin Franklin*)

- a. tell b. speak c. talk d. say

8 People change and forget to ... each other. (*Lillian Hellman*)

- a. tell b. speak c. talk d. say

9 The moon is a friend for the lonesome to ... to. (*Carl Sandburg*)

- a. tell b. speak c. talk d. say

10 You can ... **1** more about a person by what he ... **2** about others than you can by what others ... **3** about him. (*Audrey Hepburn*)

- | | | | |
|--------------------|----------|----------|---------|
| 1. a. tell | b. speak | c. talk | d. say |
| 2. a. tells | b. asks | c. talks | d. says |
| 3. a. tell | b. ask | c. talk | d. say |

11 Let me ... you the secret that has led me to my goal. My strength lies solely in my tenacity*. (*Louis Pasteur*)

- a. tell b. speak c. talk d. say

* Tenacity — упорство, стойкость, твёрдость воли

- 12** Good night, good night! Parting is such sweet sorrow, that I shall ... good night till it be morrow. (*William Shakespeare*)
a. tell b. speak c. talk d. say
- 13** If I'm gonna ... a real story, I'm gonna start with my name. (*Kendrick Lamar*)
a. tell b. speak c. talk d. say
- 14** Learn to **1** ... 'no' to the good so you can **2** ... 'yes' to the best. (*John C. Maxwell*)
1. a. tell b. speak c. talk d. say
2. a. tell b. speak c. talk d. say
- 15** First ... to yourself what you would be; and then do what you have to do. (*Epictetus*)
a. tell b. speak c. talk d. say
- 16** Live among men as if God beheld you; ... to God as if men were listening. (*Seneca*)
a. tell b. speak c. talk d. say
- 17** If you ... the truth you don't have to remember anything. (*Mark Twain*)
a. tell b. speak c. talk d. say
- 18** Do not ... ill of society, Algie. Only people who can't get in do that. (*Oscar Wilde*)
a. tell b. speak c. talk d. say

Confusing Words: MAKE or DO

Обратите внимание на то, что глаголы *make* и *do*, хотя и являются синонимами, не взаимозаменяемы и каждый глагол имеет свои значения и особенности употребления.

ЗАДАНИЕ 75

Изучите значения глагола MAKE. Соотнесите их с предложениями.

Значения глагола MAKE	Примеры употребления
1. cook, prepare food	a. He made a suggestion concerning our project.
2. manufacture, construct, produce	b. He makes wooden toys for children.
3. realize, arrange, organize	c. Two plus three makes five.
4. suggest, offer, express	d. It makes me think that he is right.
5. decide, think up, design, compose	e. Let's make an apple pie for dessert.
6. fulfill what is indicated by the noun	f. He has made a terrible mess of his life.
7. earn money	g. She makes a small profit selling knitted socks and mittens.
8. bring to some result	h. You have to make a choice.
9. induce, force, cause someone to do, be, or become	i. I'd like to make an appointment with the dentist

ЗАДАНИЕ 76

Распределите данные фразы на 8 групп в соответствии с их значением.

- | | |
|----------|---------------------------------------|
| 1 | COOK, PREPARE FOOD |
| 2 | MANUFACTURE, CONSTRUCT, PRODUCE |
| 3 | REALIZE, ARRANGE, ORGANIZE |
| 4 | SUGGEST, OFFER, EXPRESS |
| 5 | FULFILL WHAT IS INDICATED BY THE NOUN |

6 DECIDE, THINK UP, DESIGN, COMPOSE

7 EARN MONEY

8 BRING TO SOME RESULT

make allowance (for); make an appointment; make arrangements; make an assumption; make an attempt; make a bargain; make a bed; make a bet; make breakfast; make bricks; make a cake; make cars; make certain; make a chair; make changes; make a choice; make clothes; make a cocktail; make coffee; make a complaint; make a date; make a deal; make a decision; make a difference; make dinner; make a dress; make a drink; make an effort; make ends meet; make an estimate; make a film; make food; make a fortune; make furniture; make a fuss; make a guess; make hats; make inquiries; make; make juice; make a law; make a list; make a living; make lunch; make a meal; make a mess; make a mistake; make money; make a move; make a note; make an offer; make an omelette; make paper; make pizza; make a pie; make plans; make a profit; make progress; make a promise; make a request; make a reservation; make salad; make a sandwich; make sense; make soup; make a speech; make a statement; make a suggestion; make supper; make sure; make a table; make tea; make a telephone call; make toys; make trouble; make a will; make a wish; make it clear; make it a rule

ЗАДАНИЕ 77

Изучите значения глагола **DO**. Соотнесите их с предложениями.

DO			
DO something/ perform what is indicated by the noun	DO work	DO good	DO housework

- a. I'll do my best.
- b. Please do the dishes after dinner.
- c. What does he do for a living? – He works as a cook.
- d. Do exercise 5 on page 32.

ЗАДАНИЕ 78

Распределите данные фразы на 4 группы в соответствии с их значением.

1	2	3	4
DO something/ perform what is indicated by the noun	DO work	DO good	DO housework

do aerobics; do anything; do athletics; do one's best; do business with someone; do the cleaning; do the cooking; do crossword puzzles; do damage; do the dishes; do one's duty; do everything; do an exercise; do exercises; do a favour; do one's hair; do harm; do homework; do housework; do good; do the ironing; do one's job; do justice; do the laundry; do magic; do maths; do mischief; do miracles; do morning exercises; do morning gymnastics; do nothing; do press-ups; do research; do right; do the right thing; do the room; do the shopping; do a sum; do sums; do something; do one's work; do the washing; do well; do the windows; do wrong; do wonders

ЗАДАНИЕ 79

Выберите правильный вариант.

People usually **1** ... a complaint related to late-running doctor appointments. It is a common complaint I hear from people. When I went to medical school, my goal was to **2** ... an effort and to be efficient and try to see my patients right on time. I **3** ... my best. Even now I'm very sensitive to this issue though I didn't understand what 'on time' meant until I became a practicing physician.

It **4** ... sense that a smoothly running schedule depends on a lot of factors.

When I **5** ... an appointment, I understand that there are factors completely out of our control.

We have patients who drive great distances to come to our office. People get stuck in traffic, have difficulty parking, or get lost. If someone has **6** ... the effort to come to see me, I'll **7** ... my best to see them.

Let's consider an example of an 11 AM appointment. Sometimes people **8** ... wrong when they interpret this to mean they see their doctor at

that exact time. In our office (which is typical of most doctor offices), this time marks the arrival. We should **9** ... our duty as we need to maintain our legal obligations and understand a patient's full medical profile.

Before entering the exam room, patients must complete or update forms. We have to **10** ... charts for new patients. Sometimes patients **11** ... long lists of questions they want to discuss. When it concerns non-critical issues, I have to **12** ... an unpleasant choice: do I limit my patient's discussion to the top issues or do I systematically address all their concerns in a single visit?

I must **13** ... it right: for my part, I arrive to work on time, focus on patient care, and schedule realistically. But if you **14** ... research you'll see that it's nearly impossible to tell if an appointment is going to last 5 or 45 minutes. There have even been studies on this very issue and they all **15** ... the same conclusion.

- | | | | | |
|-----------|---------|----------|-----------|---------|
| 1 | a. make | b. do | c. take | d. give |
| 2 | a. do | b. get | c. make | d. have |
| 3 | a. made | b. had | c. got | d. did |
| 4 | a. gets | b. makes | c. has | d. does |
| 5 | a. do | b. keep | c. make | d. get |
| 6 | a. made | b. done | c. got | d. had |
| 7 | a. had | b. make | c. keep | d. do |
| 8 | a. do | b. make | c. have | d. get |
| 9 | a. take | b. do | c. make | d. keep |
| 10 | a. do | b. keep | c. follow | d. make |
| 11 | a. get | b. make | c. give | d. do |
| 12 | a. do | b. make | c. have | d. get |
| 13 | a. make | b. have | c. do | d. get |

14

a. make

b. get

c. do

d. have

15

a. do

b. make

c. get

d. follow

ЗАДАНИЕ 80

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово. В случае необходимости измените форму.

decrease	improve	increase	develop
1. _____	= become less in quantity, size, or intensity.		
2. _____	= become greater in number, level, or amount.		
3. _____	= grow or change over a period of time and usually become more advanced, complete, or severe.		
4. _____	= get better.		

- As children _____, some of the most important things they learn have to do with their sense of self.
- The number of independent firms _____ from 198 to 96.
- The _____ investment will help stabilise the economy.
- The weather is beginning to _____.

ЗАДАНИЕ 81

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

exploration	investigation	search	research
1. _____	= formal or systematic examination or research.		
2. _____	= the action of searching an area for natural resources; thorough examination of a subject.		
3. _____	= work that involves studying something and trying to discover facts about it.		

4. _____	= an attempt to find something or someone by looking for them carefully.
----------	--

5. Some changes in the care-giving situation may need _____.
6. A(n) _____ has been launched into the potential impact of the oil spill.
7. There was no chance of him being found alive and the _____ was abandoned.
8. 65 percent of the 1987 budget went for nuclear weapons _____ and production.

ЗАДАНИЕ 82

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово. В случае необходимости измените форму.

feed	nourish	food	provide
1. _____	= give a person or animal food to eat.		
2. _____	= what people and animals eat.		
3. _____	= make available for use; supply.		
4. _____	= to provide a person, animal, or plant with the food that is necessary for life, growth, and good health.		

5. The government was not in a position to _____ them with food.
6. It's not like you to be off your _____.
7. I was doing everything I could to _____ and protect the baby.
8. We brought along pieces of old bread and _____ the birds.

ЗАДАНИЕ 83

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

cultivation	gardening	cropping	farming
1. _____	= the activity of tending and cultivating a garden, especially as a pastime		
2. _____	= collecting the fruits or parts that you want from the cultivated plant.		
3. _____	= the action of preparing land to grow crops on it, or the state of being prepared for such action.		
4. _____	= the activity of growing crops or keeping animals on a farm.		

- The economy of that Asian country was based largely on rice _____.
- They could also volunteer to do building work, _____, baking, or kitchen work.
- I started _____ my beans in July.
- Oyster _____ in Europe has experienced high mortality caused by disease outbreaks in recent years.

ЗАДАНИЕ 84

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово. В случае необходимости измените форму.

blush	flash	shine	burn
1. _____	= be on fire.		
2. _____	= shine with a sudden bright light.		
3. _____	= show shyness, embarrassment, or shame by becoming red in the face.		
4. _____	= give out bright light.		

- It is a mild morning and the sun is _____.

6. Fires were _____ out of control in the centre of the city.
 7. I _____ scarlet at my stupidity.
 8. Lightning _____ among the distant dark clouds.

ЗАДАНИЕ 85

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

quit	quite	quick	quiet
1. _____	= leave a place or job etc completely and do not go back to it.		
2. _____	= moving or doing things with great speed.		
3. _____	= making only a small amount of noise.		
4. _____	= used to indicate that something is the case to a fairly great extent.		

5. I was _____ a long way away, on the terrace.
 6. He figured he would _____ before Johnson fired him.
 7. A _____ murmur passed through the classroom.
 8. Europe has moved a long way since then at a very _____ pace.

ЗАДАНИЕ 86

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

otherwise	whatever	either	although
1. _____	= in spite of the fact that; even though.		
2. _____	= in circumstances different from those present or considered; or else.		
3. _____	= used to emphasize a lack of restriction in referring to any thing or amount, no matter what.		
4. _____	= used to indicate a similarity or link with a statement just made.		

5. It won't do any harm, but won't really help _____ .
6. The collection is a good draw that brings visitors who might not come _____ .
7. _____ the sun was shining it wasn't that warm.
8. You have our support, _____ you decide.

ЗАДАНИЕ 87

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

enough	rather	rarely	equally
1. _____	= as much as you need or as much as is necessary.		
2. _____	= not often; seldom.		
3. _____	= used to indicate one's preference in a particular matter.		
4. _____	= in the same manner or to the same extent.		

5. Would you like some wine or would you _____ stick to sherry?
6. There aren't _____ tents to shelter them from the start of the rainy season.
7. All children should be treated _____ .
8. I _____ drive above 50 mph.

ЗАДАНИЕ 88

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово. В случае необходимости измените форму.

prove	convince	announce	explain
1. _____	= make somebody believe that something is true or that something exists.		
2. _____	= become clear after a period of time that something is true or has that quality.		

3. _____	= give details about something or describe it so that it can be understood.
4. _____	= tell people about something publicly or officially.

5. He will _____ tonight that he is resigning from office.
 6. We have been accused of exaggerating before, but unfortunately all our reports _____ to be true.
 7. Although I soon _____ him of my innocence, I think he still has serious doubts about my sanity.
 8. Don't sign anything until your solicitor has _____ the contract to you.

ЗАДАНИЕ 89

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

likable	alike	like	likely
1. _____	= used to introduce an example of the set of things or people that you have just mentioned.		
2. _____	= in a similar way.		
3. _____	= used to indicate that something is probably the case or will probably happen in a particular situation.		
4. _____	= pleasant, friendly, and easy to like.		

5. They even dressed _____ .
 6. The neglect that large cities _____ New York have received over the past 12 years is tremendous.
 7. He was an immensely _____ chap.
 8. Experts say a 'yes' vote is still the _____ outcome.

ЗАДАНИЕ 90

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

on account	as a result	thanks to	because
1. _____	= used to introduce a consequence or outcome.		
2. _____	= used to introduce the reason.		
3. _____	= used to introduce the reason or explanation for something.		
4. _____	= as a result of; due to.		

5. We did it _____ we felt it our duty.
6. The tower collapsed _____ of safety violations.
7. A newly-married couple, he thought, _____ of their walking so close together.
8. It's _____ you that he's in this mess.

ЗАДАНИЕ 91

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

journey	cruise	travel	voyage	expedition	trip
1. _____	= the activity of going from one place to another, often to a place that is far away.				
2. _____	= a journey that you make to a particular place; a journey or excursion, especially for pleasure or business.				
3. _____	= an act of travelling from one place to another; suggests that a considerable amount of time and distance will be covered and that the travel will take place over land.				
4. _____	= a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war.				

5. _____	= a long journey on a ship or in a spacecraft.
6. _____	= a voyage on a ship or boat taken for pleasure or as a holiday and usually calling in at several places.

7. He aims to follow Columbus's _____ to the West Indies.
 8. Information on _____ in New Zealand is available at the hotel.
 9. The next stop on this _____ is likely to be in Naples.
 10. There is an express service from Paris which completes the _____ to Bordeaux in under 4 hours.
 11. Forty-three members of the _____ were killed.
 12. Mark was sent to the Far East on a business _____.

ЗАДАНИЕ 92

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

	which	who	what	whose
1. _____	= used referring to something previously mentioned when introducing a clause giving further information.			
2. _____	= of whom or which (used to indicate that the following noun belongs to or is associated with the person or thing mentioned in the previous clause).			
3. _____	= (referring to the whole of an amount) whatever.			
4. _____	= used to introduce a clause giving further information about a person or people previously mentioned.			

5. It was a crisis for _____ he was totally unprepared.
 6. The woman, _____ needs constant attention, is cared for by relatives.
 7. He's a man _____ opinion I respect.
 8. I want to know _____ happened to Norman.

ЗАДАНИЕ 93

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

odd peculiar uncommon unusual	
1. _____	= not happening often or not often seen.
2. _____	= not habitually or commonly occurring or done; remarkable or interesting because different from or better than others.
3. _____	= different to what is usual or expected; strange.
4. _____	= strange or unusual, sometimes in an unpleasant way.

5. The government has taken the _____ step of calling home its ambassador.
6. Mr Kennet has a rather _____ sense of humour.
7. A 15-year lifespan is not _____ for a dog.
8. It's _____ that she didn't recognize me.

ЗАДАНИЕ 94

Соотнесите слова из рамки с их значениями и дополните предложения, используя подходящее по смыслу слово.

between among along besides	
1. _____	= situated more or less centrally in relation to (several other things).
2. _____	= moving in a constant direction on (a more or less horizontal surface).
3. _____	= at, into, or across the space separating (two objects or regions).
4. _____	= in addition to; apart from.

5. Soon we were driving _____ a narrow road.
6. I have no other family _____ my parents.
7. The dog crawled _____ us and lay down at our feet.
8. There were bright flowers hidden _____ the roots of the trees.

Задания в формате ЕГЭ

Прочитайте текст с пропусками, обозначенными номерами 1–7. Эти номера соответствуют заданиям 1–7, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

ЗАДАНИЕ 95

Merry Christmas and a Happy New Year! Those are words that you will likely **1** _____ many times during the holiday season. Why don't people wish you a Festive Christmas? And a Merry New Year? In fact, why is Christmas merry when no other **2** _____ seems to be? After all, you probably don't wish people a Merry Birthday very often.

Historians and linguists can't pinpoint for **3** _____ exactly why we tend to use Merry Christmas. The greeting dates back to at least 1534 in London, when it was written in a letter sent to Henry VIII's chief minister Thomas Cromwell from bishop John Fisher.

Merry Christmas certainly picked up steam in 1843 with the publication of Charles Dickens' *A Christmas Carol*. That same year the phrase also appeared on the first commercially-sold Christmas **4** _____.

Despite its prevalence in the United States and its historical underpinnings, Merry Christmas never **5** _____ universal support. For example, Clement C. Moore's *The Night Before Christmas* ends with the words, "A Happy Christmas to all and to all a good night." Each year, Queen Elizabeth also wishes British citizens a Happy Christmas in her annual broadcast.

In fact, Happy Christmas tends to be the preferred phrase for a significant minority of Great Britain. Why might this be? It could be the queen's influence. A rumour has circulated that Queen Elizabeth prefers happy **6** _____ merry, because the word merry, to her, carries with it a sense of boisterousness.

A linguistic comparison of happy and merry lends support to this theory. Early church leaders in Great Britain may have encouraged Christian followers to be happy rather than engage in merrymaking! In this **7** _____, Happy Christmas is a bit more conservative and reserved than Merry Christmas, which conveys a more emotional celebration.

1	1) hear	2) listen	3) learn	4) look
2	1) celebration	2) incident	3) occasion	4) chance
3	1) granted	2) ages	3) luck	4) certain
4	1) badge	2) card	3) poster	4) label
5	1) gave	2) gained	3) offered	4) lent
6	1) to	2) for	3) between	4) on
7	1) taste	2) feeling	3) sense	4) demand

ЗАДАНИЕ 96

Do you ever answer the telephone at your house? When you do, what do you **1** _____? Perhaps you start with a hearty "Greetings and salutations!" Or maybe you pretend to be a cowboy and greet your caller with a friendly "Howdy!"

Most likely, though, you use that common **2** _____ that most people use: a simple "Hello." After all, hello is one of the most popular ways to greet people, whether it's on the phone or when meeting a friend on the street.

As **3** _____ as it is today, you would probably think that we've been using hello as long as the English language has been around. Believe it or not, hello has only been around since the late 1820s.

According to the Oxford English Dictionary, the first published use of hello was in 1827. However, back then, it wasn't used mainly as a greeting.

Instead, hello was used either to **4** _____ someone's attention ("Hello, what's going on here?") or to show surprise ("Hello, what happened here?"). Some believe hello came from hullo, which was a British word used to draw attention, **5** _____ surprise or greet another.

Hello wasn't used as a greeting until many years later when the telephone was invented. Inventor Thomas Edison is given **6** _____ for suggesting the use of hello as a standard greeting when answering a telephone.

Edison's competitor, Alexander Graham Bell, had his own idea for a proper telephone greeting. Instead of hello, he preferred the word "ahoy." While ahoy may **7** _____ funny to us today, the word actually had been used as a greeting for a long time among sailors.

1

1) speak

2) tell

3) say

4) talk

2

1) compliment

2) greeting

3) nod

4) reception

3

1) common

2) different

3) simple

4) rare

4

1) deserve

2) distract

3) get

4) pay

5

1) give

2) express

3) spring

4) obtain

6

1) regard

2) fame

3) doubt

4) credit

7

1) sound

2) reflect

3) resonate

4) echo

ЗАДАНИЕ 97

Have you ever heard someone say that they can't see the forest for the trees? This might seem like a curious statement, since forests are **1** _____ up of trees. How could you see the trees and not the forest?

When people use this popular phrase, they mean that they get bogged down in the details (the trees) and **2** _____ can't see the big picture (the forest). Sometimes, though, you might not be able to see the forest because it's obscured by clouds. When would that happen? When you find yourself in a cloud forest, of course!

Also known as montane rainforests, cloud forests are generally identified by their nearly-constant immersion in a thick **3** _____ of mist and clouds. They're rare because the unique conditions that create cloud forests can usually be found in tropical **4** _____ with high mountains.

For example, most cloud forests can be found along the sides of mountains at elevations between 3,000-10,000 feet in tropical areas.

How do these unique forests come about? In tropical areas with lots of rain and **5** _____ sources of water, evaporating water continually forms masses

of warm air. Winds carry these warm air masses toward mountains, where they're naturally deflected upward because of the natural slope of the land.

Cloud forests support a wide variety of species of trees, plants, and animals. For this **6** _____, scientists are studying them in more depth than they have in the past. Threats from climate change and deforestation has led many conservationists to **7** _____ on cloud forests to prevent their decline.

1

1) move

2) talk

3) made

4) break

2

1) furthermore

2) therefore

3) moreover

4) nevertheless

3

1) layer

2) blanket

3) surface

4) thickness

4

1) fields

2) sections

3) areas

4) sectors

5

1) nearby

2) beside

3) near

4) faraway

6

1) change

2) reason

3) rest

4) time

7

1) direct

2) meet

3) focus

4) pay

ЗАДАНИЕ 98

Common sense and ancient evidence points to the idea that numbers and counting began with the number one. **1** _____ they probably didn't call it "one," prehistoric people likely counted by ones and by carving lines on a bone.

Evidence that this occurred as long as 20,000 years ago can be found on an ancient artifact known as the Ishango Bone. Found in Africa in 1960, the Ishango Bone (a fibula of a baboon) features a series of lines that look **2** _____ what we would call "tally marks" today.

Using tally marks was **3** _____ for individuals and small groups. As societies began to form and grow, however, trade became more complex, requiring the development of numbers to perform simple mathematical calculations.

Historians believe numbers and counting expanded beyond one around 4,000 B.C. in Sumeria, which was located in southern Mesopotamia. One

of the first civilizations to feature cities that were centres of trade, the people of Sumeria needed new methods of counting. **4** _____ track of goods being traded required writing and basic addition and subtraction in addition to an expanded number and counting system.

All of these foundational ideas developed **5** _____ as cities grew and trade flourished. Some historians believe that some of these same ideas developed independently in other areas of the world, too. For example, the Arabic numeral system we're all **6** _____ with today is usually credited to two mathematicians from ancient India: Brahmagupta and Aryabhat.

Eventually, numbers were necessary for more than simply counting things. We can thank the ancient Egyptians for **7** _____ the leap from using numbers to count to using them to measure things.

1	1) Despite	2) However	3) Although	4) Moreover
----------	------------	------------	-------------	-------------

2	1) alike	2) like	3) similar	4) equal
----------	----------	---------	------------	----------

3	1) sufficient	2) satisfactory	3) effective	4) essential
----------	---------------	-----------------	--------------	--------------

4	1) Keeping	2) Changing	3) Laying	4) Writing
----------	------------	-------------	-----------	------------

5	1) simultaneously	2) advantageously	3) obviously	4) seriously
----------	-------------------	-------------------	--------------	--------------

6	1) well-known	2) friendly	3) familiar	4) natural
----------	---------------	-------------	-------------	------------

7	1) making	2) doing	3) getting	4) taking
----------	-----------	----------	------------	-----------

ЗАДАНИЕ 99

Researchers have found that, when asked to think of a number between one and 10, a **1** _____ number of people will think of the number seven. Similar results **2** _____ when a large group of people are asked what their favourite number is. The number seven is usually the overwhelming favourite. Why is that?

In many cultures around the world, seven is **3** _____ a lucky number. This probably explains the affinity many people feel for the number seven. Some scientists and mathematicians also believe there are some interesting properties of the number itself that also make it alluring.

Whether the number seven is really lucky or not is a matter of opinion. Some people believe it is, but this belief may simply stem from the positive things often associated with the number.

The number seven **4** _____ a long history of positive associations across many different cultures. In fact, if you start **5** _____ for reasons why seven is so popular throughout history across various cultures, you'll find that the number seems to appear everywhere.

There are seven days in a week. How many colours are there in a rainbow? Red, orange, yellow, green, blue, indigo, and violet — that's right... seven!

There are seven continents and there were seven wonders of the ancient world. How many deadly sins are there? You guessed it: seven! Some researchers have found that human memory works best when a person **6** _____ up to seven items.

Mathematically, the number seven also has a couple of features that make it appealing to many people. First, it's an **7** _____ number. It cannot be easily divided by two, so this number seems more unique to some people.

1	1) powerful	2) recognizable	3) significant	4) definite
----------	-------------	-----------------	----------------	-------------

2	1) expose	2) show	3) occur	4) present
----------	-----------	---------	----------	------------

3	1) considered	2) trusted	3) regarded	4) hoped
----------	---------------	------------	-------------	----------

4	1) likes	2) enjoys	3) adores	4) appreciates
----------	----------	-----------	-----------	----------------

5	1) caring	2) settling	3) waiting	4) looking
----------	-----------	-------------	------------	------------

6	1) remembers	2) reminds	3) knows	4) minds
----------	--------------	------------	----------	----------

7	1) casual	2) different	3) odd	4) even
----------	-----------	--------------	--------	---------

ЗАДАНИЕ 100

Some people like to watch funny cat videos while others might prefer to **1** _____ some online shopping. Sports fans might visit the sites of their favourite teams to relive past days of glory. Music fans might

2 _____ out their favourite artists online to listen to music and watch videos of concert performances.

If you spend much time on the World Wide Web, there are a **3** _____ of things you're sure to run into over and over again: usernames and passwords. Creating unique usernames and passwords is an important step in **4** _____ your online identity. You don't want others to guess your username and password. With that information, they could purchase things online using your money. They could also post inappropriate or embarrassing things on social media using your account.

If you have several usernames and passwords for different sites, you've probably already realized how difficult it can be to remember all the different combinations. Fortunately, unlike us humans who have to use our brains to remember things, websites **5** _____ upon advanced computers with huge memory capacities to store all those usernames and passwords in databases. Moreover, all those usernames and passwords don't necessarily take up all that much **6** _____ in the grand scheme of things.

We can calculate that one gigabyte of memory could hold over 44 million username and password combinations. If you have a smartphone with a capacity of 64 gigabytes, it could hold nearly 3 billion username and password combinations.

Since websites are hosted on advanced computers with storage capacities that exponentially exceed those of a smartphone, you can see how easy it is to **7** _____ a few hundred million usernames and passwords!

1

1) make

2) go

3) get

4) do

2

1) check

2) move

3) come

4) give

3

1) team

2) couple

3) pair

4) set

4

1) saving

2) protecting

3) supporting

4) fighting

5

1) decide

2) rely

3) call

4) focus

6

1) room

2) location

3) space

4) field

7

1) hide

2) save

3) put

4) store

ЗАДАНИЕ 101

When it comes to clothes, socks don't usually **1** _____ much attention. Sure, we like to show off our shirts and our fancy trousers, but our socks typically go unseen **2** _____ our trousers and inside our shoes.

If you ask your feet, though, they'd tell you how important socks are. Yes, it's true especially during the summer. There's nothing quite like a **3** _____ walk on the beach.

Most of the time, however, your feet love the cozy feeling inside a **4** _____ of socks. In the winter months, socks help to keep your feet nice and toasty. All the rest of the time, socks help to **5** _____ your shoes from chafing your feet and causing blisters.

So, who's responsible for creating these items of clothing? No one can know for sure. It's likely that the first socks were fashioned from animal skins thousands and thousands of years ago by prehistoric peoples. These primitive socks offered both warmth and protection.

Evidence from ancient civilizations shows that socks were made from a variety of materials. The ancient Greeks, for example, used matted animal fur. The ancient Egyptians knitted socks.

By the year 1,000 A.D., socks had become a symbol of wealth. Only the rich members of the noble classes could **6** _____ hand-crafted silk or cotton stockings. Things changed **7** _____ the better when English Reverend William Lee invented the knitting loom in 1589. No longer did socks have to be made by hand. Thanks to Lee's machine, socks and other knit fabrics were now much easier to make.

1

1) give

2) pay

3) get

4) have

2

1) between

2) beneath

3) beyond

4) behind

3

1) barefoot

2) forefoot

3) midfoot

4) hindfoot

4

1) pair

2) set

3) couple

4) twin

5

1) prohibit

2) forecast

3) avoid

4) prevent

6

1) afford

2) effort

3) allow

4) rent

7

1) for

2) to

3) on

4) in

ЗАДАНИЕ 102

Receiving gifts is something everyone enjoys. But did you know that many people enjoy giving gifts even more than receiving them? It's true. You may have heard people say from time to time, "It's better to give **1** _____ to receive."

Could this be true? Unwrapping the gift you've been wanting for months and months is so exciting. How could anything get better than that?

Maybe you already know what we're **2** _____ about. Have you ever worked really hard on a priceless work of art for a loved one? When you were finished with it, you were probably very excited to give it to them.

Waiting until their birthday or a special occasion can sometimes seem like torture when you just can't wait to give someone a special homemade gift right from your **3** _____. Do you remember that feeling of anticipation you get as they're opening their present?

If you've ever felt like that, then you know it's true: it really is better to give than to receive. There's just a simple **4** _____ from giving freely of your time and talents to loved ones.

Scientists are also **5** _____ for biological evidence for why it's better to give than receive. For example, some scientists believe that giving to or helping others helps to relieve stress in the body and is therefore **6** _____ to your health.

From your own personal experience, you probably know how good it feels to do a good deed for someone. Helping others **7** _____ you to capture that great feeling by putting others first. You might capture that feeling by volunteering your services for a worthy cause.

1

1) thus

2) that

3) than

4) then

2

1) talking

2) saying

3) telling

4) asking

- | | | | | |
|----------|---------------|--------------|---------------|------------|
| 3 | 1) fortune | 2) heart | 3) side | 4) view |
| 4 | 1) joy | 2) happiness | 3) festivity | 4) prize |
| 5 | 1) going | 2) waiting | 3) putting | 4) looking |
| 6 | 1) beneficial | 2) fortunate | 3) corrective | 4) proper |
| 7 | 1) requires | 2) makes | 3) lets | 4) allows |

ЗАДАНИЕ 103

After rice, people eat more potatoes every year than any other food. Some people prefer mashed potatoes, while others would rather have French fries. For many people, though, nothing beats the **1** _____ of thin potato chips. But just how did these snacks come into existence?

Would you believe it was an accident? It's true! Potato chips were a happy accident that occurred in 1853 in upstate New York.

In the summer of 1853, George Crum worked as a chef at the elegant *Moon Lake Lodge* in Saratoga Springs, New York. One of his specialties was thick-cut **2** _____ fries that were eaten with a fork.

One day, a customer **3** _____ that Crum's French fries were too thick. Crum made a thinner batch, but the customer still thought they were too thick. Frustrated, Crum decided to make another batch so thin that they couldn't be eaten with a fork.

4 _____ he didn't intend to please the customer with these paper-thin potato crisps, the customer loved them! Other customers began to **5** _____ them and the potato chip was born.

Potato chips remained a regional specialty item available only in restaurants for many years. Towards the end of the nineteenth century, though, many people began to make potato chips for **6** _____ in grocery stores.

The first of these people may have been William Tappendon of Cleveland, Ohio. In 1895, he started making potato chips in his kitchen for delivery to local stores. He **7** _____ converted an old barn on his property into one of the first potato chip factories.

Today, potato chips are one of the most popular snack foods in the world. Many claim potato chips are America's favourite snack food.

1	1) texture	2) extract	3) flavour	4) smell
2	1) English	2) American	3) Italian	4) French
3	1) complained	2) complemented	3) complicated	4) completed
4	1) Although	2) Despite	3) However	4) Nevertheless
5	1) reply	2) pray	3) seek	4) request
6	1) sale	2) granted	3) luck	4) instance
7	1) eventually	2) mutually	3) habitually	4) virtually

ЗАДАНИЕ 104

When you think of the smartest organisms in the world, what comes to mind? Human beings probably are at the **1** _____ of your list. You might also think about animals like dolphins, chimpanzees, and elephants.

You probably don't think of plants. After all, you probably haven't had very many interesting conversations with a head of lettuce or a stalk of celery. When you think about it, though, plants do some amazing things.

Carnivorous plants, such as the Venus flytrap, can **2** _____ in wait and spring closed to trap insects and sometimes even frogs. They don't use brains to accomplish this complex task, though. **3** _____, finely-tuned hairs are triggered by their prey. When triggered, internal mechanisms cause the Venus flytrap's unique leaves to snap shut quickly to trap its prey.

This mechanism is so advanced that it **4** _____ two different hairs to be contacted within 20 seconds of each other in order to trigger the process. This prevents accidental triggering when no real prey is present.

If these examples weren't impressive enough, Polish plant biologists recently released the results of research that shows that plants can remember information and react to it. They believe plants may use an internal communication system that acts in a way **5** _____ to an animal's central nervous system.

Researchers claim their studies show that a plant can remember information about light exposure, for example. When the time is right, plants can **6** _____ that information to other parts of the plant.

7 _____ much research remains to be done regarding plant intelligence, it appears that plants may possess very complex systems that, while not equivalent to thought that comes from a brain, allows for some interesting plant behaviour that may have never been suspected before.

1

1) cap

2) roof

3) top

4) peak

2

1) lie

2) lay

3) lye

4) lieu

3

1) Therefore

2) Instead

3) Moreover

4) However

4

1) requires

2) acquires

3) inquires

4) enquires

5

1) identical

2) similar

3) same

4) like

6

1) transmit

2) transact

3) transform

4) translate

7

1) However

2) Despite

3) Meanwhile

4) Although

ЗАДАНИЕ 105

Jobs are more **1** _____ than ever; not all workers are simply employed by company. There are lots more people working on short and fixed term **2** _____, instead of full-time, permanent ones. Some people choose to get temporary jobs through an employment agency. This means that they work for different companies for a set **3** _____ of time.

Other people work on a freelance basis, meaning that they work for themselves, but take on short-term contracts for companies. Freelancers often have a great deal of experience in a specialized **4** _____. The workforce is now more skilled and qualified than ever. With employers having a larger group of candidates to choose from, it can be hard to get into work if you cannot show that you have certain qualifications or skills.

Starting at 9.00 a.m. and finishing at 5.00 p.m. with an hour for lunch somewhere in the middle, may still be **5** _____ a working day, but for more and more people it is not a reality. Some jobs, like nursing or manufacturing, depend **6** _____ using shift patterns, which means working during the night and early morning. Some jobs will be outside, some will be in an office, some will be in a workshop or industrial environment and some will be more physically demanding than others. When you are applying for a job or planning a **7** _____, it may be worth thinking about what sort of environment you work best in and whether you have other commitments or responsibilities that could prevent you from having different working hours.

1	1) free	2) flexible	3) hard	4) complicated
----------	---------	-------------	---------	----------------

2	1) contract	2) form	3) plan	4) agreement
----------	-------------	---------	---------	--------------

3	1) period	2) moment	3) waste	4) amount
----------	-----------	-----------	----------	-----------

4	1) place	2) group	3) area	4) form
----------	----------	----------	---------	---------

5	1) considered	2) thought	3) expected	4) supposed
----------	---------------	------------	-------------	-------------

6	1) to	2) of	3) for	4) on
----------	-------	-------	--------	-------

7	1) day	2) life	3) career	4) profession
----------	--------	---------	-----------	---------------

ЗАДАНИЕ 106

A recent report on the differences between men and women's shopping **1** _____ found changes in the balance of buying activity between the sexes. The report, published last month by the market **2** _____ company, *Street Trends*, focused on the areas of food and drink, toiletries and cosmetics, clothing and electrical goods.

Little change was found in food and drink shopping habits. Over 70% of supermarket shopping in the UK is done by the women of the **3** _____, and they generally control how much is spent on food. The report suggests that women show a greater ability to find special offers and are more interested than men in getting good value when

they shop. **4** _____, in the area of clothing, women are still greater consumers than men. There has been a general increase in the purchase of clothes over the last few years, **5** _____ to the UK of cheap fashion from China and the rest of the Far East.

Discount clothing has become more popular, as retailers have become skilled in reproducing fashion designs at lower costs. This is most **6** _____ in women's fashion, where purchases have increased significantly in the last year.

Interesting changes were seen, however, in the purchase of toiletries and electrical goods. **7** _____ 80% of British women do most of the shopping for cosmetics and toiletries but the men's toiletry market is growing, as younger men are more interested in their physical appearance than they were five years ago. Well-known cosmetic companies are now targeting men with new skincare products.

1

1) products

2) habits

3) goods

4) values

2

1) research

2) studies

3) tests

4) results

3

1) housewife

2) house-keeper

3) household

4) housework

4

1) similarly

2) usually

3) greatly

4) actually

5

1) thank

2) due

3) use

4) got

6

1) reasonable

2) useable

3) possible

4) noticeable

7

1) approximately

2) steadily

3) sharply

4) besides

Раздел 2.

ЧТЕНИЕ

Во втором разделе ЕГЭ по английскому языку представлены три задания на чтение. Учащимся предлагаются тексты разных жанров. Задания направлены на понимание основного или полного содержания, а также интересующей информации. В процессе чтения важно уметь определять тему и основную мысль, разграничивать основные и второстепенные факты, устанавливать логику повествования. Общие рекомендации для успешного выполнения заданий представлены ниже.

Общие стратегии и рекомендации для успешного выполнения заданий на чтение

1. Внимательно ознакомьтесь с форматом заданий на этапе подготовки к экзамену; их структура и требования остаются неизменными в разных вариантах КИМ, поэтому на экзамене вы можете не тратить время на чтение инструкций, а сконцентрироваться на содержательной части.
2. В процессе чтения текстов обращайте внимание на ключевые слова, которые помогают проникнуть в общее содержание. Прочитайте первые фразы абзаца и постарайтесь предположить его основную тему или идею.
3. Старайтесь не обращаться часто к словарю, а пытаться догадаться о значениях незнакомых слов по контексту. Однако потом, уже после чтения текста, мы рекомендуем уточнить в словаре значения слов, особенно ключевых. Это поможет расширить лексический запас, а также проверить правильность языковой догадки.
4. Будьте внимательны к отрицаниям. Они могут быть выражены как лексически, так и грамматически. Невнимательность может привести к ошибке.
5. Старайтесь соблюдать быстрый темп чтения текста, это способствует организации времени. Это помогает не фиксировать

избыточное внимание на собственном недопонимании некоторой информации. Она может быть не столь важна, в случае необходимости к ней можно вернуться и перечитать.

6. Обращайте внимание на мелкие детали, предлагаемые в вариантах ответа. Сверяйте их с текстом, так как невнимательность даже к незначительным изменениям информации может стать причиной неправильного ответа.

Обратите внимание на ТИПИЧНЫЕ ошибки*

- опора на отдельные слова, а не на смысл, логику и идеи текста;
- невнимательность к грамматической структуре высказывания при выполнении задания 11;
- незнание правил построения предложений, незнание грамматических структур, часто даже частей речи, союзов, союзных слов, предлогов;
- низкий уровень владения логико-смысловыми средствами, позволяющими сделать текст связным и логичным (задание 11);
- невнимательность к тому, что выбранный фрагмент должен соответствовать предложению не только по структуре, но и по смыслу (задание 11);
- неумение отделять главное от несущественного, отвергать ненужную информацию;
- недостаточный уровень развития умений выделять причинно-следственные связи

1

Задание на соответствие приведённых заголовков

Что предлагается в задании?	7 коротких текстов и 8 заголовков
Что нужно сделать учащемуся?	Прочитать текст и подобрать заголовок к нему

* Вербицкая М.В., Махмурян К.С. Методические рекомендации для учителей, подготовленные на основе анализа типичных ошибок участников ЕГЭ 2018 года по иностранным языкам. М.: Федеральный институт педагогических измерений, 2018. С. 14–17. Режим доступа: http://www.fipi.ru/sites/default/files/document/1535372038/inostranny_yazyk_2018.pdf

На что обратить внимание при выполнении задания?

Один заголовок останется лишним

Стратегии выполнения задания 1 по чтению*

- Начните с чтения заголовков и попробуйте предугадать, о чём может идти речь в тексте; даже если вы затрудняетесь в понимании какого-либо заголовка, не задерживайтесь на этом, переходите к чтению текстов.
- После чтения каждого текста выберите, какой заголовок подходит. Если сомневаетесь, отмечайте только те заголовки, в которых вы уверены. К наиболее трудным текстам можно будет вернуться позже, когда останется ограниченное количество вариантов, что, безусловно, сократит трудности подбора заголовка.
- Не переходите к другому тексту, пока вы не дочитали текст до конца, даже если он вам кажется понятным уже по первым фразам. Иногда в середине или в конце текста встречаются новые детали, которые могут полностью изменить выбор заголовка.
- Если заголовки близки по смыслу, обратите внимание на детали и подберите наиболее подходящий, который точнее отражает содержание текста.
- После выбора заголовков для всех фрагментов убедитесь, что заголовок, который вы не использовали, не подходит ни к одному текстов, а также что ни один из заголовков не встречается дважды.

Установите соответствие между текстами A–G и заголовками 1–8. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

ЗАДАНИЕ 1

1. A long-life Italian product
2. A surprising flavour
3. Ancient cave explorers
4. Remarkable remains

5. A discovered chamber
6. A great window into the past
7. A hidden settlement
8. Restoring to a good condition

* Данному заданию соответствует задание 11 письменной части ЕГЭ по английскому языку

- A. In 2006, a farmer in Matera arrived at a lake and found enormous vertebrae near the shore. It turned out to be the biggest whale fossil ever discovered. The creature was a blue whale, a species still alive today and famous for being the largest animal in existence, past and present. This individual measured 25.9 meters long, but more surprising was its age. The mammal cruised the seas 1.5 million years ago. This was much earlier than when giant whales supposedly became a thing.
- B. Around 20 years ago, archaeologists found pottery shards at Castelluccio, a village in central Italy. The fragments belonged to a jar. After its 400 pieces were reassembled, the vessel was around a meter tall and looked like an egg. 2018 analysis tried to find out what the jar contained and how old the contents were. Using several cutting-edge techniques, the team found signs of linoleic and oleic acid — in other words, olive oil. This was perhaps not so surprising given Italy's long love affair with the "liquid gold," as it is sometimes called.
- C. A few years ago, construction workers stumbled onto a religious site. While working near the Apennine Mountains in Italy, they found two temples from the late Roman period. Nobody knew who built the temples, what they were used for, and why the buildings appeared to stand alone in the valley. Between 2013 and 2015, archaeologists enlisted the help of drones. The plucky machines not only flew where no plane had flown before, but they also sent back photos. The pictures revealed something unexpected — near the temples was an entire settlement.
- D. When Nero ruled as the Roman emperor almost 2,000 years ago, he lived an opulent and cruel lifestyle. After his death in AD 68, his palace in Rome was so luxurious, but, piece by piece, it was deliberately obliterated. Some areas were hidden under renovations or filled with sand. In 2019, archaeologists engaged in a restoration project. While working, they needed more light. The moment it flooded the room, the team noticed an opening in one corner. Even half visible, it offered a wonderful glimpse at a room in which Nero himself might have stood.
- E. In 2019, around 180 human footprints were analyzed in northern Italy. Discovered inside a cave called Grotta della Basura, the prints revealed that five people had entered it 14,000 years ago. They were two adults and 3 children. After making it 150 meters into the cave, they arrived at a corridor and fell into a single file. The party walked close to the wall until the ceiling lowered and forced them to crawl. In a chamber

they did something unusual. They scooped clay from the ground and smeared it on a stalagmite. The group then exited the cave.

- F. The Roman Empire was famous for its paved roads. One of its cities, Pompeii, was just as famous for being destroyed by a volcano in AD 79. The event preserved the settlement, making it a smorgasbord for archaeologists looking for time capsules. Sometimes, these capsules bring surprising details about the past into modern times. One of them was Pompeii's metal streets. The lanes were not made of metal. But using a process that remains mysterious, the ancient Romans poured molten iron between the stones to repair them. This was pure genius.
- G. In 2015, researchers smelled cupcake-scented rocks in northern Italy. This was significant. The same molecule that gives the vanilla plant its flavour — vanillin — also occurs elsewhere in nature. However, in soil, bacteria quickly destroy it. Finding large amounts of vanilla in rocks dating back to the extinction meant that something had removed the bacteria. It was probably acid because acidifying milk prohibits bacteria and makes vanilla-flavoured drinks keep their taste longer. This supported the volcano theory — that eruptions caused acid rain on a global scale, destroying ecosystems and making survival difficult.*

Ответ	A	B	C	D	E	F	G

ЗАДАНИЕ 2

- | | |
|---|--|
| 1. Changed from ancient times | 5. Played on pastures |
| 2. First played in England | 6. Driven by 2 games |
| 3. Appeared in the 19 th century | 7. Highly arguable for Scottish people |
| 4. Based on the children's game | 8. Developed by the principal |

- A. The origins of golf are highly debated. The Scots take total credit for it, and they are kind of right. The modern foundation of the game started in the mid-15th century in Scotland. However, there is evidence that the roots of the game sprouted in the small town of Loenen aan de Vecht in the Netherlands when it was played there in 1297. Besides

* <https://listverse.com/2019/06/26/top-10-rare-finds-from-ancient-italy/>

the mention of colf in 1297, there is other evidence of golf-like games being played throughout the Netherlands centuries before the game of golf first appeared in Scottish literature in 1636.

- B.** Canadians are gleefully boastful about their ice hockey heritage. According to them, it's their game. However, according to a book that was published in 2014, hockey was probably invented in England. There are references to the game all the way back to as early the 1790s, and beyond that, it is unclear who created the game. Notable people who played included King Edward VII and Charles Darwin. Why Canada is often associated with hockey is that the first organized public game was played in Montreal on March 3, 1875. Before that, games were just played casually.
- C.** Rugby supposedly got its start in 1876 when 16-year-old William Webb Ellis was playing soccer at the Rugby School in Warwickshire, England, and he picked up the ball and ran with it. Unfortunately, the story can't be true because Ellis died in 1872, four years before he was credited with inventing rugby. The real story is that the game did grow out of the Rugby School and it was promoted by the school's headmaster Thomas Arnold. The rules were first written in 1845 and it's believed that the game grew out of soccer, but it's unclear who was the first person to pick up the ball and run with it.
- D.** Cricket is beloved in many countries around the world and watched by billions of people. In fact, it is the second most popular sport in the world. Cricket is believed to have gotten its start in the 13th century in rural England, where it was played by shepherds. The wicket gate of the sheep paddock was used as a target and then a ball of rags or wool was pitched at the target. An opposing player would use a shepherd's crooked staff to prevent the ball from hitting the target.
- E.** It's believed that the ancient Egyptians, Greeks, and Romans all played some form of tennis. However, the lineage of modern tennis starts around 1000 A.D. when it was played by French monks in a monastery. They would play with their hands and a wooded ball. The net was usually just a rope that stretched across a courtyard. This is also where tennis got its name. While playing, the monks would yell 'tenez', which is French for 'to take', while they served the ball. Over the next two centuries, the game gained popularity throughout Europe.

- F. Dr. James Naismith of Almonte, Ontario was born in 1861, he got his degree in physical education. After graduating, he moved to the United States, where he got a job at the Training School in Springfield. There, he was tasked with finding a suitable activity for a group of “incorrigibles.” The winters were cold in New England and the boys had to stay inside and became bored with all the games of the day. Naismith developed basketball remembering the game he played as a child called Duck on a Rock.
- G. The most common legend of the start of baseball is that it was invented in Cooperstown, New York, during the summer of 1839 by Abner Doubleday. After inventing the game, Doubleday went on to become a hero in the American Civil War. The only problem is that none of that is true. In 1839, Doubleday would have still been at West Point. Baseball probably descended from two games from England. The first is a game called rounders that was a children’s game that came to New England with the colonists, and the second is cricket.

ОТВЕТ	A	B	C	D	E	F	G

ЗАДАНИЕ 3

- | | |
|-----------------------------------|------------------------------------|
| 1. Thank you, Mexico | 5. Americanization |
| 2. Changing stereotypes | 6. The queen of chewing gum |
| 3. A modern invention | 7. Flavoured chewing gum |
| 4. A psychological benefit | 8. Chewing gum parties |
- A. Chewing gum originated in Mexico. It was introduced to the United States by inventor Thomas Adams in 1866, and it was nothing like the chewing gum we know today. Instead, it was a little brown ball of chicle. Chicle originates from the sapodilla (aka Manilkara zapota) tree. It is a white latex that the tree exudes when the bark has been cut. As it weeps from the tree, chicle collects bits of bark and dirt, giving it the brown colouring of “natural gum.”
- B. As soon as Thomas Adams got his hands on the natural chewing gum, he immediately went to work to figure out what it would be good for. After some experimentation, he decided that it was only

good for chewing. With a \$35 investment, Adams boiled the chicle down until it was soft like bread dough. Then he rolled the gum into long strips and cut the strips into square pieces. The chewing gum was cooled and packed. No flavouring was added to the gum at that time.

- C. Although Thomas Adams's natural chewing gum was doing really well he saw the possibility for creating an even larger chewing gum market. In 1871, he began making flavoured chewing gum. The first flavour he used was licorice flavouring, and the gum was called Black Jack. If that was not awesome enough, he also added tutti-frutti to his flavoured gums and his company went on to install the first chewing gum vending machines. By the end of the 1800s, there were other gum makers coming onto the scene with their own flavours.
- D. In 1891, William Wrigley Jr. was busy selling basic household products. He started giving away free sticks of chewing gum each time he sold baking soda. He immediately saw how much people loved the gum and decided to take a leap into the chewing gum business. Wrigley produced a number of different flavoured gums, including Sweet Sixteen Orange and his iconic spearmint gum. His immediate goal was to end the stereotype that chewing gum was for children and women.
- E. In 1904, a new fad hit the scenes: Young people would attend "chewing gum parties" in the big cities. To get into the party, each guest had to bring along a pack of chewing gum. The guests would begin chewing their gum until it was soft. Then, grossly enough, they would take the gum out of their mouths and use it like modelling clay. Never mind the germs, it is reported that teenagers had a heck of a fun time playing around with chewing gum.
- F. While the US was slowly getting used to the idea that the chewing gum fad was not going away, Americans began to export their gum chewing plague to other countries. Some people in other countries accepted the fad out of the sheer enjoyment of the chewing. It turned out that some of the English upper classes were revolting against the Americanization of their country and strove to distance themselves from the American trend of chewing gum.
- G. It was not long before chewing gum hit silent films. By 1916, Fay Tincher she was called "the girl with the chewing gum jaws," and people envied her for "chewing gum for a living." However, Tincher was far more than a pretty face chewing gum. She was a comedienne,

actress, and director. In one of her most popular roles on the screen, she played the character Ethel. Tincher was also known for dressing like a boy.

Ответ	A	B	C	D	E	F	G

ЗАДАНИЕ 4

- | | |
|-----------------------------|---|
| 1. A magic survival | 5. Adopting the missed dog |
| 2. Taken without permission | 6. Living in a factory |
| 3. Inside the cardboard box | 7. A mysterious journey |
| 4. A new family member | 8. Forgetting its special pronunciation |

- A. A British man named Darren Chick was living in California with his parrot, Nigel. The bird was learning to talk and even adopted Darren's British accent when it spoke. In 2010, Nigel managed to fly away, and Darren never found him. Four years later, someone else found Nigel and brought him to a veterinarian. They scanned his microchip and returned him to Darren, but the parrot no longer spoke with a British accent.
- B. Helen and Phillip Johns from Cornwall, England, were devastated when they could not find their seven-year-old cat, Woosie, in 2011. Woosie had wandered a full 50 kilometers away, stopping at the Ginsters factory. Workers thought that Woosie was simply adorable and decided to adopt him as a sort of mascot. One day they visited the veterinarian and when the doctor scanned the cat for a microchip, he discovered Woosie's true identity and contacted Phillip and Helen. They happily reunited with their cat.
- C. In 2009, one-year-old Corky escaped from the backyard of his home in Texas. Nearly seven years later, someone reported seeing two stray dogs wandering together. Animal control workers scanned them for microchips. They contacted the Montez family, who reunited with Corky after all those years. During his time away, Corky had become best friends with a younger, one-eyed dog, which was named Captain by the Montez family. They refused to separate them and welcomed Captain as a new addition to the family.
- D. In 2002 in San Antonio, Texas, a woman named Michelle Pool had surgery on her back. She asked her father to watch over her horse,

Opie while she was recovering. Opie stayed enclosed by a wire fence at pasture. Someone clipped the metal fence in the middle of the night, and stole the horse. Michelle submitted the case to an organization called Stolen Horse International. Ten long years later, she received a phone call that they had found Opie. Michelle was reunited with her long-lost pet.

- E. On March 11, 2011, a tsunami hit the Iwate Prefecture. A black cat named Suika was swept up in the waves and carried away. Owners Takeo and Kazuko Yamagishi didn't have time to find their cat. When they returned home, Suika was nowhere to be found. Three years later, a couple was hiking in a forest not too far from the Yamagishis' home. They noticed the cat with a collar with the phone number of the owners. The Yamagishis were reunited with little Suika.
- F. In 2012, the devastating Hurricane Sandy destroyed many parts of the East Coast of the United States. Chuck and Elicia James lived in New Jersey during the storm. Their terrier-pitbull mix named Reckless was able to escape. Chuck and Elicia were heartbroken. After a year and a half, the couple was finally ready to adopt a new dog. They visited a local animal shelter ... only to see that Reckless was there, waiting for them all this time. According to Chuck, Reckless "jumped three feet in the air" when he saw the couple.
- G. In Boulder, Colorado, a calico cat named Willow escaped from her home in 2006 when the door was open during renovations. For five years, Jamie and Chris Squires assumed that Willow must have been eaten by a coyote in the Rocky Mountains. One can only imagine their surprise when they received a phone call that Willow had been found — in New York City. Over 1,600 kilometers (1,000 m) away from her home, the calico cat was found walking the streets of Manhattan.

ОТВЕТ	A	B	C	D	E	F	G

ЗАДАНИЕ 5

- | | |
|------------------------------|------------------------------------|
| 1. A meal all in one package | 5. The dish for Spanish conquerors |
| 2. Ancient liquid food | 6. French food sold up to now |
| 3. A sweet dairy recipe | 7. Similar to the stone soup |
| 4. Described in the poem | 8. A popular ritual dish |

- A. What might be Hannibal Lecter's favourite meal, maccu is an ancient Roman dish made primarily from crushed beans. Initially created on the Island of Sicily, this particular dish spread once the Sicilians were integrated into the Roman Empire. As for the preparation, the beans were boiled with any number of herbs and spices. Olive oil was added to the mixture, and it was eaten as a soup. Though a rarity in today's Sicily, some restaurants carry the foodstuff as peasant food, meant to play on our nostalgia for ages past.
- B. Staying in ancient Rome, moretum was a kind of cheese spread that Roman peasants used on the various breads which they ate. The great poet Virgil compiled a collection of poetry called Appendix Vergiliana. One of the poems discusses the foodstuff, and it is named "Moretum". In the poem, the peasant collected ingredients from his land such as garlic, herbs, and butter and then produced the meal, all while talking and singing to his slave. There was also a widely eaten variant involving pine nuts which was remarkably similar to modern-day pesto.
- C. Deriving its name from the Sanskrit word for "milk" (ksheer) and the Persian word for "sweet" (qand), shrikhand is a dessert made from milk. The exact origins are lost to history, but tradition says it arose in ancient western India. Different versions of shrikhand contained various ingredients, including sugar, spices, and nuts. Most commonly found in India today, shrikhand is served as a breakfast dish in the North. In the South, they've kept its tradition as a dessert.
- D. An extremely traditional Mesoamerican foodstuff, tamales have been cooked since at least 1500 BC. Some evidence actually points to as long ago as 8000 BC. The word itself is derived from the Nahuatl word for "wrapped food". In English, it's commonly spelled and pronounced "tamale." Tradition holds that the Maya would make their cornmeal delights both filled and unfilled, with the fillings ranging from fish to beans to eggs. As for the tamales' wrapping, which serves to help the steaming process, corn husks are the most widely used.
- E. Acquacotta, another peasant's dish, originally came from western coastal Italy. Literally translated as "cooked water," this particular foodstuff is a relatively simple soup. Farmers and other labourers often just gathered whatever wild herbs and vegetables they could find. Legends abound about the initial creation of the dish. In one of many versions, a poor person convinces others to add ingredients

to his pot, which began with nothing but water and a stone inside it. Eventually, a delicious soup was created and everyone enjoyed themselves.

- F.** Cantal cheese is one of the oldest cheeses in the history of France. It is a particular type of a semi-hard cheese. The Roman author Pliny the Elder wrote about the cheese in the first century AD. Pliny said that the best cheese came from Nimes, a city in southern France. Relatively unchanged through the centuries that followed its creation, Cantal cheese rose to prominence during the reign of Louis XIV of France. Today's Cantal cheese is sold much younger than it traditionally was, often with much less salt as well.
- G.** Papadzules is a traditional dish from the Yucatan Peninsula. Traditionally made by the Maya, the dish consists of tortillas, preferably corn, dipped in a sauce made from pumpkin seeds. Chopped hard-boiled eggs are placed in the tortilla, and it is wrapped shut and put into a tomato sauce. As for the name, the story goes that it meant "food for the lords" and the papadzules were fed to the Spanish conquistadors who encountered the Maya.

ОТВЕТ	A	B	C	D	E	F	G

ЗАДАНИЕ 6

- | | |
|--------------------------------------|---|
| 1. Natural ways to adapt | 5. Impressive forms of communication |
| 2. Stronger than humans | 6. Impressive hearing abilities |
| 3. Our intelligent neighbours | 7. A remarkable sight |
| 4. Extraordinary productivity | 8. Incredible speed |

- A.** As humans, we see ourselves as the strongest race. Although our strength is notable, tiny creatures such as beetles and ants put us to shame. The dung beetle, for instance, pulls 1,141 times its own body weight! While it may not seem remarkable due to its small stature, keep in mind that the human equivalent of such strength would require the ability to lift almost 73,000 kilograms. In the way of sheer weight, African elephants take the cake. These enormous, lovable creatures can carry over 9,000 kilograms.

- B. One of the fastest men alive, Usain Bolt, was noted for having reached the speed of 44.72 kilometres per hour in a 100-meter dash. A cheetah, however, easily doubles Bolt's speed in only three seconds. A bird noted as one of the fastest living creatures, the peregrine falcon, can reach an earth-shattering 355 kilometres per hour. The reason for this is simply necessity. To intercept its prey in the sky, the peregrine falcon must dive at remarkable speeds.
- C. We can all admit that humans are not the most productive creatures at times. But we have also heard the saying "as busy as a bee." Some bees will work only several hours, while some will work over 12. Worker bees are busy day and night. Due to the lack of restrictions based on environmental and time factors, these bees can continue their tasks, such as cooling the nest with their wings, tending to various honeycombs, and, of course, taking lunch breaks.
- D. As humans, we've made some incredible adaptations. However, these have relied heavily on machinery. Animals lack the ability to craft such things. As such, over thousands upon millions of years, they have been forced to adapt. For example, suppose an animal living in Southern Africa was not able to adequately feed itself because it could not reach its food. Over a very long time, that creature's neck would grow, eventually becoming what it is now — a giraffe.
- E. Animals take this one by a landslide. Don't get us wrong, humans have some incredible optical equipment. Beyond contacts and glasses, we've designed telescopes capable of seeing great distances across our universe. In practice, however, this equipment doesn't compensate for our shortcomings in real-world practice. This is likely because humans no longer need to roam wide, open areas to survive. Creatures without access to agriculture, like birds, need strong eyesight. They must be able to see their prey long before the prey sees them.
- F. A bat's hearing is so powerful that it almost single-handedly compensates for the creature's terrible vision. As a bat travels through a cave, it emits squeaking sounds that bounce around the nearby walls. The animal uses this information to know where not to fly. A phenomenon common in many species is the idea that a lack of one sense strengthens another. In the bat's case, a lack of sight means less brain power devoted to seeing.
- G. You're probably on a cell phone or computer right now. They are amazing forms of communication, but they can't compete with

good, old-fashioned nature. Ants communicate using scented chemicals. Using their antennae, other ants can detect these various chemicals, with each acting as a sort of message or word. For instance, an ant coming under attack may emit a chemical detectable by thousands of members of its colony. As a result, what seems like a lone ant might change very quickly.

ОТВЕТ	A	B	C	D	E	F	G

ЗАДАНИЕ 7

- | | |
|------------------------|-----------------------------|
| 1. They are empathetic | 5. Remembering your face |
| 2. They are tricksters | 6. Remembering human voices |
| 3. Pirates in secret | 7. Under protection |
| 4. They can talk | 8. Bright and clever |

- A. People have always known that ravens are smart. That's nothing new. But we are just beginning to discover exactly how smart these common scavengers really are. A 2002 study showed that a crow could bend a piece of wire into the shape of a hook so that it could retrieve food from a narrow space. A study conducted by researchers in at Moscow University university proved that crows are capable of analogical reasoning after testing the birds with a series of flash cards in a matching game.
- B. Though ravens may seem like they're making a series of random "kraas," their varied sounds are believed to contain meaning. In the wild, ravens communicate with each other through a wide range of vocalizations. They can express emotions such as tenderness, happiness, anger, and surprise. They can also alert each other to danger by clucking like hens and make trill sounds when ready for battle. Within their own social groups, they have been shown to have their own dialects. In captivity, ravens can learn to talk better than a lot of parrots can.
- C. A study published in 2010 found that ravens console the victim of an act of aggression. For two years, scientists observed the behaviour of 13 hand-reared ravens. During that time, they observed 152 fights. They categorized the ravens as aggressors, victims, and bystanders.

Ravens that spent the most time with the victims showed the greatest likelihood of engaging in consoling behaviour, which includes beak-to-body touching, sitting close to the victim, and preening.

- D.** Maybe they aren't out pillaging and plundering across the seven seas, but they have a couple of skills that are important for any proper pirate. One of those skills is bargaining and the ability to think ahead. An experiment conducted by scientists in Sweden proved that ravens possess the cognitive ability to preplan and bargain for what they want. Another ability possessed by ravens that make them a much better choice than parrots to sit on a pirate's shoulder is their intolerance for cheaters.
- E.** Although no one knows how the rumour started, it is said that the presence of ravens in the Tower of London ward off bad fortune. Should the ravens ever leave, the tower and the monarchy would fall. One theory gives credit to author Geoffrey of Monmouth who wrote about King Bran Hen of Bryneich. Bran, which means "raven" in Welsh, requested that his head be buried at the tower to act as a talisman against invasion. Ravens have been there ever since.
- F.** Many Native American tribes believed the raven to be a trickster and even a shape-shifter. The raven's non-secretive ways made it easy for the casual observer. Since scientists have been paying more attention to ravens, they have noticed some rather tricksterlike behaviour. A study by the University of Vermont showed that juvenile ravens will make a big fuss when feeding on a carcass to attract other juvenile ravens to join them. This helps to ensure their safety against adult crows and other scavengers. Ravens have also been observed pretending to hide food in one place before quietly hiding it in another to throw off other ravens.
- G.** Next time you contemplate chasing ravens from your yard, you may want to stop and rethink your strategy. Ravens are not keen on forgiving or forgetting. Researchers believe that the ability to recognize humans is related to the crows' ability to recognize each other, which helps them to warn one other about potential danger. So you better be nice to ravens — or they'll remember you treated them badly next time they see you.

Ответ	A	B	C	D	E	F	G

ЗАДАНИЕ 8

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|---|--|
| 1. A new habitat | 5. Migrating to the shore |
| 2. Careful with packaging | 6. Adjusting to cold conditions |
| 3. Increasing in numbers | 7. Danger to the island |
| 4. A protective area for animals | 8. The mysterious appearance |

- A.** The largest of the Cayman Islands has been invaded by green iguanas. Native to Central and South America, these reptiles were introduced to the island in the 1980s. They were brought to Grand Cayman as pets and multiplied rapidly in the wild. The green iguana is a peaceful herbivore, but it is still. The large lizard poses a threat to Grand Cayman's natural resources. They strip the bark from trees in the wild, damage gardens and farms, and compete with indigenous species for food sources.
- B.** Christmas Island is home to the Christmas Island red crab, a species native to the island that cannot be found anywhere else in the world. About 50 million red crabs live on Christmas Island. For most of the year, the crabs live in the rain forest, feeding on leaves that litter the rain forest floor. Wet season typically begins during October or November, which allows the crabs to leave their burrows and make their annual trek to the shores.
- C.** Isle Royale is the location of the longest-running predator prey study in the world. The largest island on Lake Superior, Michigan's Isle Royale is a national park as well as a biosphere reserve. Scientists have been observing the interactions between moose and wolves on the island since 1958. Neither species is native to Isle Royale. It is assumed that moose swam to the island in the early 1900s, while wolves walked across the frozen lake sometime in the mid-1900s.
- D.** Assateague Island is home to approximately 300 wild horses. Exactly how the horses came to reside on Assateague Island is not known. Local legend claims that they were survivors of a long ago shipwreck. Fans of this theory point out the high number of shipwrecks in the area as well as the common practice of transporting horses by boat. Others believe that the horses were brought to Assateague Island in the late 1600s from the mainland by owners looking to avoid fencing laws and livestock taxation.

- E. Okunoshima is a small island located 3 kilometers off the coast of Japan. It is also known as Rabbit Island due to its large population of rabbits. They were first introduced to the island in 1971. A school trip to the island left a few bunnies behind. With no natural predators on the island, the rabbit population exploded to around 1,000 today. People visit the island to see the bunnies. They feed the rabbits, which has led to an increase in their population that the island cannot sustain.
- F. Wallabies, a marsupial native to Australia, are also thriving on an island off the coast of Ireland. Lambay is a private island that lies 14,500 kilometers away from where wallabies are typically found. In Australia, wallabies enjoy warmer weather, while Lambay Island rarely sees temperatures rise above the 15-degree-Celsius range. But the island does have steep cliffs and rocks that wallabies like, and the Lambay wallabies have adapted to the cooler climate by growing thicker coats of fur.
- G. The nine-acre island that lies 0.8 kilometers off the coast of northern California is one of the most densely populated animal refuges on Earth. The species that has benefited most from Año Nuevo Island is the northern elephant seal. At one time, the Pacific Ocean teemed with hundreds of thousands of elephant seals. They were hunted for their blubber so aggressively in the 1800s that their numbers had dropped to somewhere between 50 and 100 by 1892. But Año Nuevo Island brought the northern elephant seals back from the brink of extinction.

ОТВЕТ	A	B	C	D	E	F	G

ЗАДАНИЕ 9

1. Various activities to choose
 2. A unique fauna
 3. Comparing to the Swiss Alps
 4. Where the endangered animal lives
 5. Living without noise
 6. In commemoration of the great past
 7. Better places to live
 8. A source of particular pride
- A. While many people visit Australia for its brilliant beaches and year round sunshine, the Australian Alps, straddling New South Wales

and Victoria, are a mecca for skiing enthusiasts. Snow usually falls between June and September, meaning Australia is the perfect place to get your skiing fix during the northern hemisphere summer. Blue Cow Mountain is one of the most popular areas, with a huge range of accommodation and runs as well as stunning views across the Alps.

- B.** The large deserts of central Australia mean that the vast majority of the population live on the shores of this huge country. The large cities of Perth, Sydney, and Melbourne are iconic places to visit, with buzzing centres and a multitude of beaches, from the sands of Bondi to the surf of Trigg. Outside of the major hubs however, there are hundreds of smaller beach towns where you can appreciate Australia's beautiful coastline.
- C.** The island of Tasmania is the ideal spot to experience the great outdoors — with air as clean as Antarctica, around one third of the state is a national park or World Heritage protected. It is a real paradise, with trails and walkways winding over the whole island, where the coastal paths reveal impressive views over the Wineglass Bay and the Bay of Fires. If walking isn't your cup of tea, enjoy kayaking, mountain biking, and exploring the island's caves.
- D.** The Great Barrier Reef is the pride and joy of Australia, made up of nearly 2,500 individual reefs and visible from space. It stretched halfway down the eastern coast of the country, meaning there are plenty of places to use as jumping off points to explore the kaleidoscopic coral. Cairns is the most famous city to begin a trip out to the reef but Townsville, Port Douglas and Airlie Beach all have great beaches and various tours that can take you out to enjoy the reef.
- E.** The sandy shores of Fraser Island are a highlight of any trip to Queensland. Hervey Bay is the jumping off point for exploring the island, so hop on a boat and discover the delights of this island paradise — the clear blue waters of Lake MacKenzie surrounded by the white sand shore and the serenity of Champagne Pools, where you can swim in the shallow pools at the edge of the ocean. There are 150 dingoes on the island so it is a great opportunity to spot one of Australia's famous wild dogs.
- F.** The Great Ocean Road is one of the most famous drives in Australia, with stunning views and scenic vistas along the route. Built by

returning soldiers after World War One, the road was dedicated as a memorial to those who died fighting and was designed to connect the isolated communities that clung to the edge of Victoria's rugged coastline. The Twelve Apostles are the famous sight on this winding route but the Split Point Lighthouse, the charming towns of Port Fairy and the surf coast of Apollo Bay are equally beautiful places to visit.

- G.** The animals of Australia are some of the most interesting in the world, from cuddly marsupials to a huge variety of birds. There are so many opportunities to experience the wildlife of the country, from zoos and parks to spotting these unique creatures in the wild. It is easy to spot kangaroos in the fields and farmland of New South Wales but koalas and platypuses are a little more elusive.

ОТВЕТ	A	B	C	D	E	F	G

ЗАДАНИЕ 10

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|---|----------------------------------|
| 1. Half asleep — half awake | 5. A delicate balance |
| 2. Short but sufficient | 6. Due to different size |
| 3. Instead of lying down | 7. Without internal clock |
| 4. Land- and sea-based behaviour | 8. Getting in line |

- A.** Every species of great ape sleeps in some kind of bed. Those are the platforms that wild apes build in trees. Little apes and monkeys don't do this, opting instead to sleep sitting on a tree branch while they wobble and sway and occasionally waking up to check for predators. This difference is thought to have been instrumental in the evolution of great apes and, eventually, humans. As great apes grew bigger, it became harder for them to find branches that could easily and comfortably support them.
- B.** As large prey animals, elephants and giraffes are the opposite of great apes when it comes to sleep, they cannot hide away to rest and need to be ready to run at any moment. So they have naturally evolved to sleep standing up. Sometimes referred to as a "stay apparatus," these animals have a knee that locks in place so that they don't have to rely on their muscles to stay standing in sleep. They share this mechanism

with horses, cows, and even birds. These animals still have to lie down sometimes, though.

- C. Dolphins are warm-blooded mammals living in the cool waters of the ocean. They need to move to keep up their body temperature. When an animal has to keep moving, there's only one logical thing to do: just sleep one-half of the brain at a time. Easy. Unihemispheric slow-wave sleep allows dolphins to get the sort of restorative sleep needed by intelligent animals. Dolphins don't tend to cover large distances while half asleep. Many dolphins manage to hang near the surface or swim slowly, but all generally close one eye to sleep.
- D. While sleeping, ducks use an interesting strategy that wards off any predator looking for a fatty duck dinner. Ducks often sleep in a row where the ducks on either side sleep with the outward-facing eye open and one hemisphere of the brain alert. The ducks in the middle get to sleep both hemispheres while secure because of the lookout ducks, and the lookouts get to rest up a little at a time. All the ducks benefit by getting some sleep without also getting eaten.
- E. Scientists have theorized in the past that migratory birds sleep in midair. The only explanation was that the birds simply did not sleep for weeks or months at a time. Recently, though, scientists from the Max Planck Institute have studied the sleep habits of frigatebirds. These creatures sleep about 12 hours a day when nesting on land but often spend weeks soaring over the ocean in search of food. The birds can do this because they only sleep for a few minutes at a time.
- F. Scientists from Stanford University performed sleep studies using zebrafish. They found that the fish followed a simple periodic rhythm. When lights are on, the fish don't sleep at all. When they're off, the creatures will nap if there is a sleep debt to pay up. For the fish, it's far simpler than for mammals. This isn't the case for one particular species of fish, though. The eyeless Mexican cave fish experiences no periodic rhythm whatsoever.
- G. A walrus can sleep for up to 84 hours at a time. While plenty of animals go without much sleep for a long time, only walruses do so regularly and without any notable signs of sleepiness. On land, a walrus can sleep deeply for up to 19 hours at a time, possibly to make up for their sleep debt. When in water, walruses will sleep floating on the surface, lying at

the bottom, or standing and leaning. These sleeps are short because a walrus needs to come up for air from time to time.*

Ответ	A	B	C	D	E	F	G

ЗАДАНИЕ 11

- | | |
|--------------------------------|---|
| 1. Who was St. Patrick? | 5. The man who conserved the tradition |
| 2. Changing its colour | 6. The best places for St. Patrick's Day |
| 3. The first parade | 7. Why green clothes? |
| 4. The longest parade | 8. Irish in America |

- A.** St. Patrick was a Christian missionary, bishop, and a patron saint of Ireland. He was born in Roman Britain in the fourth century. At the age of 16, he was captured and brought to Ireland. He escaped back to England. After reaching England, Patrick described having a dream in which an angel told him to go back to Ireland as a missionary. He became a priest and was later sent to Ireland on a mission to convert the Irish to Christianity.
- B.** Wearing green has become a staple of St. Patrick's Day, but the holiday was originally associated with the colour blue. It's thought that the shift to green happened because of Ireland's nickname "The Emerald Isle," the green in the Irish flag and the shamrock, or clover. Green ribbons and shamrocks were worn as early as the 17th century. During the Irish Rebellion of 1798, an uprising against the British rule in Ireland, Irish soldiers wore full green uniforms on March 17 to make a political statement.
- C.** Even though St. Patrick's Day was considered a religious holiday in Ireland, it is believed that the American Irish were the first ones to have invented this day and the first ones to make it into a big parade day. The first ever Saint Patrick's Day parade was held in New York in the year 1762 by Irish soldiers who were fighting with the British under the US banner. More cities with majority Irish communities started following this tradition throughout the US.

* <https://listverse.com/2019/06/22/10-absurd-sleep-habits-of-wild-animals/>

- D. Up until the mid-19th century, most Irish immigrants in America were members of the Protestant middle class. When the Great Potato Famine hit Ireland in 1845, about 1 million poor Irish Catholics began pouring into America to escape starvation. Despised for their alien religious beliefs and unfamiliar accents, the immigrants had trouble finding even menial jobs. The American Irish soon began to realize, however, that their large numbers endowed them with a political power. Suddenly, annual St. Patrick's Day parades became a show of strength for the Irish Americans.
- E. The capital and largest city of Dublin celebrates the national holiday over a four-day period, from March 14 to March 17. This is one huge, loud, and wild party that guarantees fun, and probably a little chaos too. If you're not one for crowds, you might want to head for one of the small towns instead. The event includes street performances, walking tours, fairs, and a 5K road race. The parade is held on the actual feast day of March 17.
- F. St. Patrick's Day is incomplete without the 40,000 people gathering around the banks of the Chicago River, watching as it turns green. That's right! Every year the Chicago River is dyed green by dropping 25 pounds of dye into the river by the 101 Union of local plumbers. This tradition has been carried out for the last 40 years to celebrate Saint Patrick's Day and has become part of the Chicago's Saint Patrick's Day parade. The chemical used for this purpose is actually a dye which was used to pinpoint the location of water waste in the river.
- G. Saint Patrick died on March 17, 1500 years ago and was mostly forgotten. If it wasn't for Theologian Luke Wadding, Saint Patrick's Day would have been lost to history. According to the facts preserved in the Catholic Encyclopedia, it was Luke Wadding who kept the feast of Ireland's Patron Saint throughout the years, and it was due to his influence that this festival for the Patron Saint of Ireland was inserted in the universal Church Calendar for March 17th. So, we owe our festivities of Saint Patrick's Day to this great man. Due to his great solemnity, Saint Patrick's date of death has held firmly through the threads of time.

ОТВЕТ	A	B	C	D	E	F	G

ЗАДАНИЕ 12

- | | |
|------------------------------|---------------------------------|
| 1. Water requirements | 5. Managing the weight |
| 2. Growing conditions | 6. A popular variety |
| 3. Health benefits | 7. Some historical facts |
| 4. Apple picking | 8. All around the world |

- A. You don't have to be a nutritionist to realize that apples are healthy. Not only do they come in their own packaging — meaning you can eat the skin — they are also full of healthy nutrients. The healthy reasons to eat them are endless. For example, apples are full of vitamin C. Almost half of an apple's vitamin C content is just under the skin, so it's a good idea to eat apples with their skin.
- B. Much research has shown that high fruit and vegetable intake is linked with protection against obesity. While apples provide high levels of important nutrients and antioxidants, they're also low in calories since a high percentage of their volume is water and fiber. Because they have a good dose of dietary fiber, apples can satisfy people's sweet tooth without weighing them down or adding to food cravings. Indeed, when added to other smart ways to shed pounds, people can lose weight fast with the help of apples.
- C. Apples have been grown for thousands of years in Asia and Europe. They first grew in Turkey and are considered to be perhaps the earliest tree to be cultivated by humans! The fruit of the apple tree has been improved through selection over thousands of years, resulting in the many varieties and tastes we have available today. They were originally brought to North America by European colonists during the 17th century and have been a staple of the American diet ever since.
- D. About 69 million tons of apples are grown worldwide every year! China produces almost half of this total each year on average, followed by the United States (the second-leading producer), Turkey, Italy, India, and Poland. Hundreds of varieties of apples are in existence today, with skins that range in colour from bright red to yellow, green, pink, or bi- or three-coloured patterns. They also come in a range of different tastes and levels of sweetness.

- E. This variety was originated in New Zealand. The Royal Gala strain was named in honour of Queen Elizabeth II, who deemed it her favourite during a visit to New Zealand. It was brought to the United States in the early 1970s and is now one of the country's most popular apples. Crisp, juicy, and very sweet, Gala is ideal for snacking. Galas can vary in colour, from cream to red- and yellow-striped. The apples are harvested beginning in mid-July and are typically available year round.
- F. The apple is a tree that grows in all temperate zones. Apples grow best where it is cold in winter, summer temperatures are moderate and the humidity is medium to high. Apples can grow from 10 to 30 feet tall and nearly as wide. Apples grow moderately fast, but the growth slows with age. Apple trees can live for 100 years or more. Apple trees bloom in spring, set fruit, and take from 100 to 200 days to reach harvest depending on the variety.
- G. Apples come to harvest from midsummer through late fall. The best way to know if apples are ready for harvest is to taste them. Apples are usually ready for harvest when they reach full colour; full colour may vary according to the variety. During harvest time a recreational activity occurs in areas with apple farms. Apple orchards are opened to the public, allowing consumers to pick their own apples, or purchase pre-picked apples. Although this is a method of purchasing apples, it is often a social activity as well.

Ответ	A	B	C	D	E	F	G

2**Задание на восстановление в тексте пропущенных частей предложений*****Стратегии выполнения задания 2 по чтению**

- Начните с чтения фрагментов текста, постарайтесь сконцентрироваться на их содержании, а также проанализировать их с точки зрения грамматики: особое внимание уделите их структуре (наличию/отсутствию подлежащего, придаточной части,

* Данному заданию соответствует задание 11 письменной части ЕГЭ по английскому языку

неполным структурным частям, требующим добавления, которые должны присутствовать в основном тексте).

Что предлагается в задании?	1 текст, в котором пропущены 6 небольших фрагментов, и 7 частей предложений
Что нужно сделать учащемуся?	Прочитайте текст и заполните пропуски <i>A–F</i> частями предложений, представленных после текста
На что обратить внимание при выполнении задания?	Одна из предлагаемых частей останется лишней

- Стратегия выполнения данного задания **двунаправленная**: первое — при определении подходящего фрагмента обратите внимание на то, подходит ли он грамматически; второе — выберите из подходящих в грамматическом плане фрагментов тот, который подходит по смыслу.
- В грамматическом плане внимание должно быть сфокусировано на соблюдении структуры английского предложения (обязательном присутствии подлежащего и сказуемого), правилах согласования времён, вводных и связующих словах, характерных предлогах, однородных членах предложения.
- Определяя соответствующий фрагмент в смысловом плане, важно просмотреть весь контекст абзаца, а не концентрироваться только на предложении с пропуском.
- В некоторых случаях определить правильный вариант помогает пунктуация.
- Когда задание выполнено, обязательно перечитайте текст и критически подумайте о его смысловой целостности, проверьте содержание и логику повествования.

ЗАДАНИЕ 13

On beaches and at pools around the world, children and adults of all ages wear simple shoes that consist of a thin rubber sole with a y-shaped strap that goes across the top of the foot and between the first (“big”) and second toes. Yes, we're talking about flip-flops! All you need to do to figure out

A _____ is to walk around in a pair of them for just a little while. Because of how they're made, the rubber soles slap against the bottom of your feet as you walk, making a flip-flop, flip-flop sound.

Not everyone around the world calls them “flip-flops,” though. In New Zealand, they're called “jandals” (short for Japanese sandals). They're “thongs” in Australia and “plakkies” in South Africa. Even some areas of the United States have special names for them, B _____.

C _____, they go way, way back in time. Experts believe flip-flops have been around for at least 6,000 years. Ancient Egyptian murals on tombs and temples show D _____.

In Japan, shoes similar to flip-flops are called zori. They are traditionally worn by Japanese children when learning to walk. People believe flip-flops first appeared in America after World War II, E _____. Flip-flops then became even more popular after soldiers returned from the Korean War in the 1950s.

Modern stores carry a wide variety of styles, and flip-flops are as common at the mall as they are at the pool or the beach. F _____ foot doctors will warn you not to wear them too often or for extended periods of time. Flip-flops do not provide ankle support. In addition, their overall lack of foot support has been linked to several different foot-related problems.

1. although the name “flip-flops” originated in America in the 1950s
2. although many people find flip-flops quite comfortable
3. why we call them “flip-flops”
4. when returning soldiers brought zori back from Japan as souvenirs
5. such as “zories” on the East Coast, “clam diggers” in Texas, and “slippers” in Hawaii
6. that flip-flops were worn around 4,000 B.C.
7. although flip-flops began as just a summer shoe popular with surfers

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 14

No single person or culture invented the alphabet as it has evolved over centuries. A _____, we must take a trip back through time.

Archaeologists have discovered cave paintings thousands of years old that document the first forms of alphabets. In fact, some of the oldest

alphabetic symbols have been found in Central America (2,500 years ago), China (more than 3,000 years ago), and the Middle East (more than 5,000 years ago).

One of the earliest forms of the alphabet was hieroglyphics. Hieroglyphics were single symbols **B** _____. Thousands of characters and symbols were used to represent the words, needs, and lives of early civilizations.

Memorizing thousands of unique hieroglyphic symbols was a difficult task, **C** _____. Imagine trying to remember a unique symbol for each breed of dog, flower, or tree!

As civilizations and communication advanced, people began discovering that it was possible to use combinations of a much smaller set of symbols **D** _____. Historians point to the Proto–Sinaitic script as the first alphabetic writing system, **E** _____. This set was developed by Semitic-speaking people in the Middle East around 1700 B.C., and was refined and spread to other civilizations by the Phoenicians. This is the foundation of our modern alphabet.

We call each of symbol a letter **F** _____. By combining these letters, it's possible to represent an unlimited number of words.

Many different alphabets have been used around the world throughout history. Often, new alphabets are created by modifying the alphabet of another language.

The Latin alphabet (also called the “Roman alphabet”) is the most widely used alphabetic writing system in the world today. This is the system on which the English alphabet is based.

1. how alphabets have changed over time
2. that stood for entire words
3. which represents one sound in our language
4. in order to understand modern alphabets
5. which consisted of 22 symbols adapted from Egyptian hieroglyphics
6. to represent all the words in a spoken language
7. so only the most highly educated priests and scholars were experts

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 15

The most famous of the ancient wonders — and the only one still in existence — is the set of Great Pyramids located at Giza in Egypt. Built between 2,700 B.C. and 2,500 B.C. without the help of modern machines or tools, the largest of the pyramids, Khufu, reigned A _____.

The Hanging Gardens of Babylon were supposedly built by a Babylonian king around 600 B.C. near the Euphrates River. Planted more than 75 feet in the air, the gardens were spread over a large square brick terrace B _____.

The Statue of Zeus at Olympia filled the god of thunder's temple at the original site of the ancient Olympics. It was approximately 40 feet tall. This famous statue remained in the temple for more than 800 years C _____.

The Temple of Artemis at Ephesus was actually a series of temples that were built, destroyed, and rebuilt multiple times on the same site on the west coast of what is now Turkey. The last temple was destroyed around 262 A.D., D _____. The Mausoleum at Halicarnassus was located in what is now southeastern Turkey. It consisted of a base of steps topped by columns E _____.

The Colossus of Rhodes was the tallest statue of the ancient world. The huge bronze sculpture of the sun god Helios stood over 100 feet tall and was completed in 280 B.C. It stood for 60 years F _____.

The Lighthouse of Alexandria was completed around 270 B.C. Situated on the Island of Pharos near Alexandria, the lighthouse used mirrors to reflect sunlight to guide ships travelling the Nile River in and out of the busy harbour.

1. which supported a pyramid-shaped roof
2. and archaeologists discovered remains of some of the temple's columns in the 1860s
3. which were destroyed during the war
4. before being destroyed by an earthquake
5. as the tallest building in the world for more than 4,000 years
6. until the temple was closed
7. supported by tall stone columns

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 16

When you ride an escalator, you might not realize that it's probably one of the biggest and most expensive machines **A** _____. Despite their size and cost, though, they're actually fairly simple machines.

Escalators are basically just long conveyor belts. They have rotating chains that pull a set of stairs in a constant cycle, **B** _____.

With this basic circular motion, they are able to move many people a short distance quickly.

There were actually many people who thought of the idea over time, **C** _____.

In 1859 Nathan Ames patented the first "escalator" **D** _____. However, he never made a working model of his concept.

In 1892, Jesse W. Reno patented the "Endless Conveyor or Elevator." He also produced the first working escalator and installed it along the Old Iron Pier at Coney Island in New York City in 1896.

Soon afterward, George A. Wheeler patented his own ideas for an escalator. He never built working models of any of his ideas, but Charles Seeberger bought his patents. Some of Wheeler's ideas were used in Seeberger's prototype escalator **E** _____. Seeberger also came up with the name "escalator" in 1900. He put the word together from Latin root words scala, e and tor, which he roughly translated as "means of traversing from." **F** _____, Seeberger did not simply name the escalator to be similar to the word elevator.

1. although it sounds like elevator
2. which you use regularly
3. that was built by the Otis Elevator Company in 1899
4. which is the world's longest outdoor escalator system with a total length of 2,600 feet
5. but many of them never acted upon it
6. creating a moving staircase
7. when he came up with the idea for "revolving stairs"

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 17

Think of a warm, sandy beach on the shores of a tropical island. You're relaxing in a hammock under the shade of a huge palm tree. The temperature is over 100° F, **A** _____. Now what would be the exact opposite of that mental picture? Perhaps freezing under a dozen blankets while the wind howls mercilessly outside your igloo in the middle of an ocean of ice and snow?

The Earth is a large planet. Some areas experience extreme temperatures. If you want to go to the coldest place on Earth, just head south ... all the way south! The continent of Antarctica can boast **B** _____. Located almost entirely south of the Antarctic Circle, Antarctica is Earth's southernmost continent. It contains the South Pole **C** _____.

Approximately 98% of Antarctica is covered in ice **D** _____. Because it averages only about eight inches of precipitation each year, Antarctica is considered a desert.

The cold temperatures and overall climate of Antarctica make it a difficult place to live. In fact, there are no permanent human residents of Antarctica. Throughout any given year, though, there are usually somewhere between 1,000–5,000 people living on Antarctica at research stations **E** _____.

So how cold does it get in Antarctica? Very cold! The coldest temperature on Earth ever recorded was –128.6° F at the Russian Vostok Station in Antarctica on July 21, 1983.

Despite these low temperatures, a big health issue year-round in Antarctica is sunburn. It's true! The snow and ice reflect almost all of the ultraviolet light **F** _____.

1. but the cool breeze off the ocean makes it feel perfect in the shade
2. that is almost a mile thick
3. while they conduct scientific experiments
4. that falls on the surface of Antarctica
5. that it's the coldest, driest, and windiest continent on Earth
6. which is surrounded by the Southern Ocean
7. for having the lowest recorded temperature in the United States

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 18

The Internet is made up of computers all over the world. Each of these computers is connected by phone lines or cables ... or even wireless connections!

If your computer is connected to the Internet, it speaks a special language with other computers called TCP/IP. This language allows you to get information, send messages to friends, listen to music, and watch videos!

To get a practical understanding of how the Internet works, let's look at email. If you type an email to your friend, your computer, just like the post office, will want to know **A** _____. That is why you provide an email address.

Your computer uses the information in the email address **B** _____. Unlike a phone, which transmits your voice, the computer transmits your message in the language of the Internet.

The World Wide Web (WWW) is a part of the internet **C** _____. Let's pretend you're writing a report on the history of your hometown. You head for your public library to find some local history books. Imagine how long it would take you to find the information you needed **D** _____.

Thankfully, your library is logically organized into sections, **E** _____. All you need to do is go to the non-fiction area, find the history shelf, and locate the local history section. Within minutes you have access to the information you need.

This is how the World Wide Web works, too. Instead of all the information on the Internet being thrown together in an electronic pile, the World Wide Web creates links between related information **F** _____.

1. to figure out where to send your message
2. that strings together bits of information to make them easier to find
3. and each section is clearly labelled
4. where to deliver the message
5. to help keep it organized
6. if all the books in the library were thrown in a giant pile
7. which IP addresses they use

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 19

Do you have a vivid imagination? Try this simple exercise. Imagine that you fall asleep and hours later wake up in a foreign country. You have no idea where you are or how you got there. You find a few friendly faces and attempt to communicate, but you quickly realize that you have no idea **A** _____.

After a frantic search, you realize **B** _____. There are no computers available. There are no translators. To get back home, you are going to have to learn **C** _____.

How long will that take? It's hard to tell. There's no one to teach you. You simply have to listen and try to learn the language on your own. Sounds impossible? It's not. In fact, you've done it before. The task you face is quite similar to the task you faced **D** _____. You didn't have a translator, a grammar book, or a speech coach, but you learned to speak anyway!

If you can imagine such a scenario, you can appreciate the miraculous nature of **E** _____. It's a linguistic mystery that scientists still don't fully understand. Exactly how is it that we can be born and just a few years later have a basic command of a language and a vocabulary of thousands of words?

When you think about a baby's first words, it's clear that imitation probably plays a role in learning those first sounds **F** _____. After hearing your parents repeat "mama" and "dada" over and over again, it's no surprise that such words are the first a baby might learn to speak. Some experts believe that children begin to construct for themselves a basic set of rules about language that they learn from listening to those around them.

1. to communicate in a new language
2. that will efficiently communicate their wants and needs.
3. when you were born
4. what they're saying
5. how we all come to learn to talk
6. that no one speaks your language
7. that equate to words

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 20

As you look for planets, like Mercury and Venus, and try to identify different constellations, some of the points of light appear to flicker. Are the stars twinkling? Or are your eyes playing tricks on you?

Don't worry! It's not an optical illusion. When you're stargazing, stars often do appear to be twinkling, and **A** _____. Scientists call this twinkling phenomenon astronomical scintillation.

Earth's atmosphere can be quite turbulent at times. **B** _____, it varies in both density and temperature. To reach your eyes, light from distant stars must pass through Earth's ever-changing atmosphere.

C _____, it gets refracted in different directions constantly. Your eyes may latch onto a pinpoint of light from a particular star and then, a fraction of a second later, it may appear to be in a different place. Our eyes interpret this as twinkling.

However, it's usually only stars that really appear to twinkle. Planets, for example, rarely appear to twinkle. This is because they are much closer to Earth and thus appear larger. The greater amount of light reflected by planets isn't affected by the atmosphere **D** _____.

E _____, it's very frustrating for astronomers. To overcome the effects of Earth's atmosphere, astronomers prefer to rely upon space-based telescopes, such as the Hubble telescope, whenever possible.

When they must use land-based telescopes for observations, astronomers prefer telescopes **F** _____. These telescopes use many tiny mirrors that can adjust rapidly to changing atmospheric conditions to minimize astronomic scintillation.

1. as it stretches high into the air
2. that feature advanced adaptive optics
3. while twinkling starlight may seem romantic to some
4. it is Earth's atmosphere that's to blame
5. as noticeably as the light from distant stars
6. as the light travels through the atmosphere
7. that vary in temperature and density

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 21

With more than 3.5 billion fans around the globe, soccer is the most popular sport in the world. This is no recent development, however. Humans have been playing some form of soccer for centuries.

One of the most important components of any soccer match is the ball! **A** _____, the image of a black and white ball comes to mind.

The earliest soccer balls were unconventional at best. Entire villages would gather for soccer matches, **B** _____. Unlike modern-day soccer balls, these items were irregularly shaped, **C** _____.

As various improvements were made to soccer balls over the next few centuries, the ball as we know it today began to slowly emerge. By the 1900s, soccer balls were being made with tanned leather. Leather balls were good for kicking, but due to their tendency to absorb water, could become very heavy. This posed a serious threat of injury **D** _____.

A much lighter, safer synthetic ball was introduced in the 1960s, but it was not until the 1980s **E** _____. Synthetic soccer balls are still used today. In addition to resisting water absorption, they also offer more consistent flight and bounce.

Until the mid-1900s, soccer balls were either brown or white. In the 1950s the first orange ball was put into play, **F** _____. Soccer fans would have to wait until the 1970 World Cup to see the first black-and-white ball roll onto the field.

1. when most people think of a soccer ball
2. if a player hit the ball with his head
3. making them unpredictable when kicked
4. to make the ball easily viewable to those watching at home
5. with the hopes of making it easier for players and spectators to see the ball in the snow
6. that synthetic balls completely replaced leather balls
7. using animal skulls as balls

ОТВЕТ	A	B	C	D	E	F

ЗАДАНИЕ 22

The history of the Thanksgiving turkey is a bit of a mystery. Nobody knows exactly how this particular bird earned a place of honour at the table each November, **A** _____.

Thanks to letters and records kept by early American settlers, we know that when the colonists sat down to dine with the Wampanoag Indians, **B** _____. This historical meal would later become known as the first Thanksgiving.

Although historians cannot say for sure **C** _____, a letter written by pilgrim Edward Winslow mentions a turkey hunting trip before the meal.

Another theory attributes the Thanksgiving turkey to the Queen of England. During the 16th century, a fleet of Spanish ships sunk on their way to attack England.

According to legend, Queen Elizabeth received this news **D** _____. She was so thrilled **E** _____. Some historians say the early settlers were inspired by the queen's actions and roasted a turkey instead of a goose.

The wild turkey is a native bird of North America. As a result, Benjamin Franklin claimed this made the turkey a more suitable national bird for the United States than the bald eagle.

Not everyone agreed with Franklin, however, and the bald eagle became the national emblem for the United States in 1782. The bald eagle may be America's bird 364 days a year, **F** _____.

1. while she was eating dinner
2. which types of fowl were served up that day
3. but historians have a few different theories
4. but the turkey has one day all to itself — Thanksgiving.
5. beef and fowl were on the menu
6. that she ordered another goose be served
7. who often received turkeys from charities during the holidays

ОТВЕТ	A	B	C	D	E	F

3**Задание на множественный выбор***

Что предлагается в задании?	1 текст, к которому предлагаются 7 заданий с четырьмя вариантами ответов
Что нужно сделать учащемуся?	Выбрать вариант ответа, соответствующий содержанию текста
Как сформулированы задания?	Задание может состоять из вопросов с ответами, и необходимо выбрать из них один правильный. Возможно, это незаконченное предложение с вариантами его завершения, из которых следует выбрать совпадающий в наибольшей степени с информацией, полученной при чтении текста

Стратегии выполнения задания 3 по чтению

- Пробежите глазами текст, чтобы понять его общее содержание, не вникая в детали и не теряя времени, приступайте к внимательному чтению текста.
- Задания к тексту идут последовательно, поэтому мы рекомендуем читать текст по одному или двум абзацам и выполнять задания одновременно. Например, прочитав первый абзац, перейдите к первому заданию, попытайтесь выбрать вариант ответа, соответствующий содержанию текста. Если вы ещё не можете определить правильный вариант, прочитайте следующий фрагмент.
- При работе с каждым заданием, выбирая правильный ответ, определите абсолютно неверные, не соответствующие содержанию варианты.
- При подборе правильного ответа нельзя искать полное совпадение вариантов ответов, представленных в заданиях, и формулировок в тексте. Необходимо вникнуть в смысл предложенных вариантов и определить, какой из них по своему содержанию соответствует информации, изложенной в тексте.

* Данному заданию соответствуют задания 12–18 письменной части ЕГЭ по английскому языку

- Если вы уже определили правильный ответ, для того чтобы проверить себя, попробуйте найти подтверждение информации в тексте. Это ещё один способ избежать ошибки.
- В некоторых заданиях к тексту нужно определить значения идиоматических выражений. Их не нужно переводить дословно, следует догадаться о значении по контексту. В данном случае мы не рекомендуем на этапе чтения текста использовать словарь: подобная ситуация может иметь место на экзамене, и необходимо уметь анализировать контекст, использовать логическую догадку, содержание текста и т. п., чтобы понять значение идиомы. После выполнения всех заданий, конечно, для проверки себя посмотрите значение идиоматического выражения в словаре и запомните его.

Прочитайте текст и выполните задания 1–7. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

ЗАДАНИЕ 23

Like so many parents, I have thousands of unsorted jpegs of my children on my phone and laptop. Few of these get printed, let alone framed. I made a beautiful album documenting my first son's first year in the world, but abandoned all such niceties in favour of survival once number two came along.

Towards the end of writing my book *Family Photography Now*, when every interruption from my two small boys was met with irritation or impatience, I came across a piece of research suggesting that children who grow up with family photographs around the home develop greater confidence and self-esteem. It appeared that I was so busy trying to finish a book about family photography I couldn't possibly find time to sort through pictures of my own kids.

This stung my conscience. Shackled by a working mother's guilt, I printed more than 1,000 photos from the last three years. The boys were elated. We reminisced, cuddled and laughed as we looked through a mountain of 6in x 4in prints, sent packages to grandparents, plastered the fridge with happy memories and finally made our contribution to the nursery's family tree display.

Naturally, I binned all the photos in which I looked fat, fed-up or frustrated, along with all those that triggered memories of days out ruined by whingeing or standoffs over eating vegetables. If I was finally going to make a family album, it was only going to show happy days. Isn't that the point? Family life can be thankless and boring at times. We don't need photographs to remind us of that. We need them to help us remember it more fondly, supporting us against the sometimes troubling reality. The extent to which we survive and – with luck – thrive within our family has a lot to do with the narrative we tell ourselves about it, and photographs play a powerful role in shaping that.

In 1900, when Kodak launched the Box Brownie camera, priced at \$1 and preloaded with film, more and more families began to take their own pictures. First smiles, first steps, birthdays, and holidays made up the vast majority of the so-called Kodak moments of the 20th century. Almost every middle-class family around the world owned some kind of point-and-shoot camera by the end of the 20th century. But it was the combined influence of digital photography and mobile phone technology at the start of the 21st century that almost universalised access to the medium. Today, the United Nations estimates that 6 billion of the world's 7 billion people have mobile phones, and at least 80% of those have cameras. The vast majority of people taking pictures now have only ever done so on a phone, and "photo chat" has become an essential way to stay connected to family and friends.

But what exactly makes a good family photo? The internet is awash with articles offering tips and techniques for showing off the best effect: keep everyone close together but avoid placing people in a straight line; locate head heights for a nice rise-and-fall rhythm; show the special relationship between Mum and Dad that glues everyone together; hold hands, high five or all jump for joy at the same time. As the photographer Martin Parr has said: "Most family albums are a form of propaganda, where the family looks perfect and everyone is smiling."

"Look at us! So loving, so happy, so normal." That has been the basic message of family photography for decades. Today's families may strike more informal poses than their Victorian counterparts and assemble their images on digital walls rather than in physical albums, but the domestic photograph is still, largely, a tool for self-promotion.*

* By *Sophie Howarth* <https://www.theguardian.com/lifeandstyle/2016/may/14/what-family-photographs-about>

1 Why did the author abandon all such niceties related to taking family photos?

- 1) She didn't have enough time because she was writing a book.
- 2) She was annoyed and irritated.
- 3) She didn't have enough time because her second child was born.
- 4) She had too many photos of her children.

Ответ:

2 Why did the author decide to print more than 1,000 photos from the last three years?

- 1) Because a study proved the importance of family photos.
- 2) Because she wanted to sort through pictures of her own kids.
- 3) Because she wanted her small boys to be less irritated or impatient.
- 4) Her relatives blamed her for working too much.

Ответ:

3 How did the author's sons feel when the photos were printed?

- 1) They were conscious.
- 2) They were calm.
- 3) They were enlightened.
- 4) They were delighted.

Ответ:

4 Which of the following did the family do when they had so many photos?

- 1) They decided to climb the mountain to take some more photos.
- 2) They wanted to repaint the fridge to make it brighter.
- 3) They helped to make a chart that showed the family members.
- 4) They bought tasty things to send them to grandparents.

Ответ:

5 According to the author, is it right to eliminate photos from the family album?

- 1) It is right because sometimes she doesn't look good.
- 2) It is right because the photos reflect unpleasant moments.
- 3) It is not right because the photos help to overcome difficulties
- 4) It is not right because of their powerful role for children's upbringing.

Ответ:

6 According to the author, the history of family photos shows that ...

- 1) the most common photos reflected family history.
- 2) digital photography is improving the communication.
- 3) families bought cameras because they were cheap.
- 4) families tried to keep their history in a digital form.

Ответ:

7 What unites old and modern family photos?

- 1) The families strike more informal poses.
- 2) The desire to avoid placing people in a straight line.
- 3) The key idea of happiness and love.
- 4) The wish to show the special relationship.

Ответ:

ЗАДАНИЕ 24

When it comes to filling time with noise, words and images, this is an unprecedented age. Among American eight- to 18-year-olds, media usage now fills more than seven and a half hours daily — and you can add another three if multitasking is taken into account.

Today, for the first time in history, many people's daily default is to be wired into at least one personalised form of media. Consider the "quiet carriage" signs found in most trains. These are signs of our times in the literal sense, indications that the absence of digital devices must be specially requested.

If we are to get the most out of both the world around us and each other, we need to recognise that we have two fundamentally different ways of being. Our wired and disconnected states each represent a different set of possibilities for thought and action.

The greatest advantages of wired living are easily enumerated. Plugged into the world's hive-mind, we have speed, we have range. We can research and reference much of humanity's gathered knowledge — and gossip and opinion — in minutes. We have godlike capabilities and are increasingly adept at using them.

Unplugged from media's live wires, however, our originality and rigour can come into play in a different, older sense that's found in our capacity to make decisions, to act on our own initiative, to think freely, without fear of pre-emption. Much as we hunger for connection, we need to keep some sense of ourselves separate from the constant capacity to broadcast. We need tenses other than the present.

When it comes to taking action, what's required is not so much moving to a remote mountainside (although it's telling that such “off-grid” vacationing is becoming a new index of luxury) as building different qualities of time and attention into our daily lives. This can mean setting aside mornings or evenings when phones are strictly turned off; checking emails just two or three times a day in fixed slots; or insisting that meetings and personal events are sacred, and not to be interrupted. In each case, it's about creating boundaries, and learning how to push back against the always-on logic of communication systems — and the accompanying temptation to constantly broadcast your own status and perception of the world.

There are no one-size-fits-all solutions, however. What works best is likely to be individual and idiosyncratic. I sometimes choose to write longhand, in a suitably hefty notebook, to escape the inexorable multi-tasking that writing on screen brings. It's a welcome paradox of a digital age that the ease of virtual communication has increased the emotional impact of physical objects such as letters and journals, placing them apart from the maelstrom of other media.

There are also mental habits we can change, perhaps the most pernicious of which is embodied in the overused metaphor of a media “landscape”. It's a description that implicitly turns our tools into an immutable aspect of the world, to be lived within, rather than critically examined.

We must never forget that, however pervasive technology becomes, software and hardware are made by humans and are limited by the intentions

of their makers. If we cannot think critically about their histories and limitations, then we're unlikely to be able to make discerning use of them within our lives. For some people, the suffusion of the present is increasingly attended by strain and anxiety, and a sense of lost control. For all of its challenges, we live in an era of near-miraculous, unprecedented opportunities.

Above all, though, every effort on our part should begin with the knowledge that without the ability to say no as well as yes to technology — and to understand what exactly it is that we are agreeing to when we do say yes — we risk turning modernity's miracles into snares.*

1 How much time a day do American teenagers spend on using media?

- 1) More than half of the day if doing different tasks at the same time.
- 2) About ten hours if doing different tasks at the same time.
- 3) More than seven and a half hours if doing different tasks at the same time.
- 4) It depends on multitasking.

Ответ:

2 “Quiet carriage” in paragraph 2 (“Consider the “quiet carriage” signs found in most trains.”) means ...

- 1) a railway passenger coach where passengers are asked not to make or receive phone calls.
- 2) a railway passenger coach where passengers are supposed to read books, sleep or relax.
- 3) a railway passenger coach where passengers have to avoid conversations with each other.
- 4) a railway child-free passenger coach.

Ответ:

* By Tom Chatfield <https://www.theguardian.com/lifeandstyle/2012/jan/26/how-find-time-matters-digital>

3 What ways of being are mentioned by the author?

- 1) When people use media and when they have their devices switched off.
- 2) When people think and when they work and act.
- 3) When people use their gadgets to find information and when they use it.
- 4) When people have capabilities to make decisions and when they express their original thoughts.

ОТВЕТ:

4 Which of the following is **NOT** mentioned by the author when he speaks about the best ways of taking action?

- 1) Turning the phone off during meetings.
- 2) Going to a remote mountainside
- 3) Turning the phone off in the morning and in the evening.
- 4) Checking e-mails several times a day.

ОТВЕТ:

5 What does the author consider to be individual and idiosyncratic?

- 1) To perform more than one task.
- 2) To write on computer.
- 3) To be more emotional.
- 4) To work with physical objects.

ОТВЕТ:

6 What is embodied in the overused metaphor of a media “landscape”?

- 1) Pernicious effects when people use electronic devices.
- 2) Critical attitude towards electronic devices.
- 3) Devices are seen as permanent characteristics of our world.
- 4) The process of turning an electronic device on.

ОТВЕТ:

7

The author concludes that there is evidence that people will fall into a trap if ...

- 1) they do not agree to use modern technologies.
- 2) they make sensible judgments and use technology wisely.
- 3) they accept modern technologies and approve of them.
- 4) they understand that modern technologies make them feel unwell.

Ответ:

ЗАДАНИЕ 25

On the eve of the Euro 2016 final between France and Portugal, ground staff at the gigantic Stade de France in Paris had left the stadium's lights on, for security reasons. Attracted by the blinding floodlights, thousands upon thousands of migrating moths descended into the empty arena. Those not killed by the heat of the lamps eventually ended up among the grass of the playing surface, where, after the lights were turned off, they hid throughout the day of the big match.

As evening fell, 80,000 spectators took their seats and the lights were turned back on. The sleeping moths stirred, and soon thousands were zig-zagging among the players. Photographs taken that night show annoyed football officials picking moths off each other's suits, while the swarm blocked the lenses of TV cameras and hung from the goalposts.

The mingling of urban development with the natural world can throw up some weird and wonderful occurrences. Cities are like mad scientists, creating their own crazy ecological concoctions by throwing all kinds of native and foreign elements into the urban melting pot, then spicing it up with artificial light, pollution, impervious surfaces and a host of other challenges. Researchers around the globe are documenting how globalisation and urbanisation are changing the behaviour and evolution of animals.

Indeed, evolutionary biologists no longer need to travel to remote places like the Galapagos to discover their holy grail: the formation of new and distinct species in the course of evolution. The process is going on right in the very cities where they live and work.

In tune with their human population, cities have been assembled from immigrants from around the globe. Either intentionally or accidentally, people have been ferrying flora and fauna across the world for as long as they have been trading and travelling.

Places where human activity reaches fever pitch abound with exotic species. These urban ecosystems are formed not by ages of evolution or the slow colonisation by species under their own steam and of their own choice, but by human diligence alone. And that human urbanisation has had a sometimes surprising impact on the behaviour of animals.

Researchers in the US found that the wingspan of American cliff swallows, which took up the habit of colonising concrete highway bridges in the 1980s, had decreased by about two millimetres a decade since then. Not much, and perhaps not really worth noticing if their measurements on the roadkill had not shown the exact opposite pattern: by the 2010s, the wings of dead birds by the roadside were about half a centimetre longer than those of live birds still happily flapping along. Also, even though the pressure of traffic had remained the same or even increased, the numbers of dead birds declined by almost 90%.

The shape of a bird's wing is not something that evolution can mess with impunity. It is very closely wedded to a bird's way of life. Long pointed wings are better for fast flying in a straight line, while short rounded wings are good for making rapid turns or for quickly taking off.

As things stand, cities are still a new phenomenon on Earth, and most urban animals and plants have only begun adapting to them for the past few centuries, millennia at the most. But if we can sustain our urbanised existence into the distant future (a big if), future generations might see the evolution of a unique and truly urban ecosystem.*

1 Why did the ground staff of the stadium left the stadium's lights on?

- 1) They wanted to check the lights of the stadium.
- 2) They wanted to protect insects which usually fly about at night.
- 3) These measures were taken to protect the place and the people.
- 4) It was necessary for protecting the grass of the playing surface.

Ответ:

* By *Menno Schilthuis* <https://www.theguardian.com/cities/2018/jul/23/darwin-comes-to-town-how-cities-are-creating-new-species>

2

Which of the following did **NOT** happen after the lights were turned back on?

- 1) People were picking moths off their suits.
- 2) Thousands of moths swarmed the stadium.
- 3) Swarms were flying among the football players.
- 4) 80,000 of spectators were frightened of the moths.

Ответ:

3

What does the author want to show using the comparison between cities and mad scientists?

- 1) A homogeneous mixture of features that characterizes cities.
- 2) The capability of cities to make something new and unexpected from different things.
- 3) Ecological activities which are done by scientists.
- 4) A place where different peoples, styles, etc. are mixed together.

Ответ:

4

To examine the evolutionary process scientists ...

- 1) have to go to the Galapagos.
- 2) can stay in their own cities.
- 3) should go to remote places.
- 4) should travel all around the world.

Ответ:

5

Which of the following is the key factor to form urban ecosystems according to the author?

- 1) Their development during the history of the earth.
- 2) Changes species take without people's help.
- 3) The adaptation of animals to natural conditions.
- 4) The influence of people's activities on animals.

Ответ:

6

What do the measurements of the wingspan of American cliff swallows prove?

- 1) They prove that cars have a great effect on the population of birds.
- 2) They prove that the birds with shorter wings were killed by cars.
- 3) They prove that the birds could not adapt.
- 4) They prove that birds with shorter wings are at larger risk.

ОТВЕТ:

7

The attitude of the author towards the possibility of evolution in urbanized areas may be described as ...

- 1) hopeful.
- 2) distant.
- 3) negative.
- 4) pessimistic.

ОТВЕТ:

ЗАДАНИЕ 26

Good news at last: the world isn't as horrific as you think

Things are bad, and it feels like they are getting worse, right? War, violence, natural disasters, corruption. The rich are getting richer and the poor are getting poorer; and we will soon run out of resources unless something drastic is done. That's the picture most people in the West see in the media and carry around in their heads. I call it the overdramatic worldview. It's stressful and misleading.

In fact, the vast majority of the world's population live somewhere in the middle of the income scale. Perhaps they are not what we think of as middle class, but they are not living in extreme poverty. Their girls go to school; their children get vaccinated. Perhaps not on every single measure, or every single year, but step by step, year by year, the world is improving. In the past two centuries, life expectancy has more than doubled. Although the world faces huge challenges, we have made tremendous progress.

The overdramatic worldview draws people to the most negative answers. It is not caused simply by out-of-date knowledge. My experience, over decades

of lecturing and testing, has finally brought me to see that the overdramatic worldview comes from the very way our brains work. The brain is a product of millions of years of evolution, and we are hard-wired with instincts that helped our ancestors to survive in small groups of hunters and gatherers. We crave sugar and fat, which used to be life-saving sources of energy when food was scarce. But today these cravings make obesity one of the biggest global health problems. In the same way, we are interested in gossip and dramatic stories, which used to be the only source of news and useful information. This craving for drama causes misconceptions and helps create an overdramatic worldview.

We still need these dramatic instincts to give meaning to our world. If we sifted every piece of information and analysed every decision rationally, a normal life would be impossible. Just as we should not cut out all sugar and fat, we should not ask a surgeon to remove the parts of our brain that deal with emotions. But we need to learn to control our drama intake.

Our instinct to notice the bad more than the good is related to three things: the misremembering of the past; selective reporting by journalists and activists; and the feeling that as long as things are bad, it's heartless to say they are getting better. For centuries, older people have romanticised their youths and insisted that things are not what they used to be. Well, that's true. Most things used to be worse. This tendency to misremember is compounded by the never-ending negative news from across the world.

Remember that the media and activists rely on drama to grab your attention; that negative stories are more dramatic than positive ones; and how simple it is to construct a story of crisis from a temporary dip pulled out of its context of a long-term improvement. When you hear about something terrible, calm yourself by asking: if there had been a positive improvement, would I have heard about that? Even if there had been hundreds of larger improvements, would I have heard?

This is "factfulness": understanding as a source of mental peace. Like a healthy diet and regular exercise, it can and should become part of people's daily lives. Start to practise it, and you will make better decisions, stay alert to real dangers and possibilities, and avoid being constantly stressed about the wrong things.*

* By *Hans Rosling* <https://www.theguardian.com/world/commentisfree/2018/apr/11/good-news-at-last-the-world-isnt-as-horrific-as-you-think>

1 Which of these is **NOT** related to the overdramatic worldview?

- 1) Shocking news on TV.
- 2) Dramatic TV stories.
- 3) Fast delivery of the latest news.
- 4) Impressive information transmitted by mass media.

ОТВЕТ:

2 Which of these shows the author's optimistic attitude?

- 1) The world faces huge challenges.
- 2) The life in the world is improving.
- 3) Extreme poverty is seen only in some regions.
- 4) Vaccination is a very important step.

ОТВЕТ:

3 According to the author, people tend to create an overdramatic worldview because...

- 1) people had to survive in small groups of hunters and gatherers in the past.
- 2) rumours were the only source of information in the past.
- 3) people depended on the information in the past.
- 4) people tried to overcome misconceptions in the past.

ОТВЕТ:

4 According to the author, people need these dramatic instincts but ...

- 1) the reception of information should be under control.
- 2) every decision should be analysed rationally.
- 3) it will be impossible to have a normal life.
- 4) removing the parts of the brain that deal with emotions will be necessary.

ОТВЕТ:

5 Which of these does **NOT** explain people's instinct to notice the bad more than the good?

- 1) The feeling that as long as things are bad, it's heartless to say they are getting better.
- 2) Pieces of news are chosen intentionally by reporters and leaders.
- 3) The desire to focus people's attention on problems.
- 4) People fail to recall the past correctly.

Ответ:

6 What does the author advise people to do when they hear dramatic news?

- 1) They should grab other people's attention.
- 2) They should calm themselves by asking how they can improve the situation.
- 3) They should see it in the context of a long-term improvement.
- 4) They should try to find hundreds of larger improvements.

Ответ:

7 Which of these things does the author compare with the factfulness?

- 1) Physical loading.
- 2) A balanced eating plan.
- 3) A constant stress.
- 4) A person's daily life.

Ответ:

ЗАДАНИЕ 27

It is called the Portobello Road because a very long time ago a sea captain called Robert Jenkins stood in front of a committee of the House of Commons and held up his amputated ear. Spanish coastguards, he said, had boarded his ship in the Caribbean, cut off his ear, pillaged the vessel and then set it adrift. Public opinion had already been aroused by other Spanish outrages and the Jenkins episode was the last straw to those elements in Parliament which opposed Walpole's government.

They demanded British vengeance and so began the War of Jenkins's Ear.

In the following year, 1739, Admiral Vernon captured the city of Puerto Bello in the Caribbean. It was one of those successes that are very popular with patriotic Englishmen, though many hardly knew what the point of it was. In the words of a poet writing about another battle and another war: "Why that I cannot tell," said he, "But 'twas a famous victory." Vernon's triumph put Puerto Bello on the map and gave rise to a number of commemorative names. Notting Hill and Kensal were open country then where sheep and cattle grazed, and one landowner called his fields Portobello Farm. In time the lane that led to it became the Portobello Road. But for Jenkins's ear it would have been called something else.

Street markets abounded in the area, in Kenley Street, Sirdar Road, Norland Road, Crescent Street, and Golborne Road. The one to survive was the Portobello and from 1927 onwards a daily market was held there from eight in the morning to eight in the evening and 8 a.m. till 9 p.m. on Saturdays. It still is, and in a much reduced state, on Sundays too. The street is very long, like a centipede snaking up from Pembridge Road in the south to Kensal Town in the north, its legs splaying out all the way and almost reaching the Great Western main line and the Grand Union Canal. Shops line it and spill into the legs, which are its side streets. Stalls fill most of the centre, for though traffic crosses it and some cars crawl patiently along it among the people, few use it as a thoroughfare. The Portobello has a rich personality, vibrant, brilliant in colour, noisy, with graffiti that approach art, bizarre and splendid. An indefinable edge to it adds a spice of danger. There is nothing safe about the Portobello, nothing suburban. It is as far from an average shopping street as can be imagined. Those who love and those who barely know it have called it the world's finest street market.

You can buy anything there. Everything on earth is on sale: furniture, antiques, clothes, bedding, hardware, music, food and food and more food. Vegetables and fruit, meat and fish, and cheese and chocolate. The stalls sell jewellery, hats, masks, prints, postcards old and new, shawls and scarves, shoes and boots, pots and pans, flowers real and artificial, furs and fake furs, lamps and musical instruments. You can buy a harp there or a birdcage, a stuffed bear or a wedding dress, or the latest bestseller. If you want to eat your lunch in the street you can buy paella or pancakes, piping hot from a stall. But no live animals or birds are for sale.

Cheap books in excellent condition are on sale in the Oxfam shop. A little way up the road is the Spanish deli which sells, mysteriously, along with all its groceries, fine earthenware pots and bowls and dishes. There is a mini-market in most of the centipede's legs and at Portobello Green there is a covered market under a peaked tent like a poor man's Sydney Opera House. In Tavistock Road the house fronts are painted red and green and yellow and grey.*

1 Why did Robert Jenkins come to the committee of the House of Commons?

- 1) To begin the war.
- 2) To demand British vengeance.
- 3) To tell the committee about the episode.
- 4) To form public opinion.

ОТВЕТ:

2 The expression “the last straw” (paragraph 1) is used to show that ...

- 1) the incident in the Caribbean was a small sign of what might happen.
- 2) the incident was the last in a series of unpleasant events and it made the authorities feel that the bad situation could not be accepted.
- 3) people depended on the rules and decisions that were useless to help in the time of trouble or danger.
- 4) British government decided to take an informal survey in order to get people's opinion about the incident in the Caribbean.

ОТВЕТ:

3 Why does the author mention the words of a poet writing about another battle and another war?

- 1) To emphasize that English people did not understand the significance of the war.
- 2) To stress that the success was known with patriotic Englishmen.

* *Ruth Rendell* Portobello

- 3) To explain why a number of commemorative names appeared.
- 4) To demonstrate how Admiral Vernon captured the city of Puerto Bello.

ОТВЕТ:

4 Which of these did the author **NOT** mention to characterize the Portobello?

- 1) The lack of excitement.
- 2) Special combination of qualities that makes the place different from others.
- 3) The lack of boredom.
- 4) The possibility of harm to someone there.

ОТВЕТ:

5 The author compares the Portobello Road street with a centipede because of ...

- 1) its traffic.
- 2) its reduced state.
- 3) its length.
- 4) its shape.

ОТВЕТ:

6 Which of the following statements is **NOT TRUE**, according to the text?

- 1) Everything with no exception can be sold and bought in the Portobello market.
- 2) People can buy decorative objects worn on the clothes or body that are usually made from valuable metals and precious stones.
- 3) People can purchase pottery, ceramic ware and other artefacts in a grocer's shop and it is a little unusual.
- 4) People can have a tasty hot meal at the Portobello market and even try national dishes.

ОТВЕТ:

7

The expression “a poor man's Sydney Opera House” (in paragraph 5) refers to ...

- 1) the feeling people have when they enter the market.
- 2) the colours people use to paint houses and shops.
- 3) the description of the covering that forms the top of Portobello Green.
- 4) the people who do not have enough money to do the shopping.

Ответ:

ЗАДАНИЕ 28

Going offline: the benefits of a break from the Internet

On the first day we kept checking our phones, even after they had died. Maddy, who was quite young at the time, seemed to find the absence of screens inexplicable, as if she was being unfairly punished. What kind of a holiday fails to deliver the basics of human existence, like an iPad? She slept a lot. It was only on the third day that we tried the fishing rods. From the veranda of the cabin I hooked a small roach. Then we tried fishing from the raft and she got a catfish.

One day I got up soon after dawn and couldn't find Maddy at all. Then I saw her, sitting out on the raft in the centre of the small lake, her back to me. She was singing to herself and fishing. Our off-grid retreat to the woods of the Dordogne was working.

Ironically, the godfather of attempts to disentangle from the modern world lived and wrote long before the advent of electricity and telephones, let alone wifi. In 1845, Henry David Thoreau, a privileged young man from Massachusetts with time on his hands, decided that the sheer speed and bustle of modern life was too much. Steam trains charging past at over 20mph, the incessant ticking of the grandfather clock, the invention of the telegraph ... all were driving him to distraction. After some deliberation, Thoreau did a strange thing: he retired to the woods, built a cabin and wrote about it.

Thoreau didn't overdo his retreat into nature: he kept up the dinner parties with philosophical friends and restricted himself to a couple of years, more or less, out in the countryside. His cabin, after all, was only a brisk walk away from the genteel town of Concord. Nevertheless, his book, *Walden*, is a classic.

It speaks to anyone fed up with reaching for their phone and being constantly bombarded with the woes of the world, disgusted by couples in restaurants glued to their screens and not each other, appalled by their children's addiction to Snapchat, and generally up to their back teeth with everything from Alexa to Zuckerberg. To sum up, in Thoreau style, if you are generally sick of spending your life digging your own grave and watching everyone around you do likewise, going off-grid is calling. It could be a cabin, a cottage or guesthouse... but there is one rule — do not pack a tablet, unless it be of stone, on which is written: *Thou shalt not covet a wifi code*.

The urge to get away from it all is certainly not new. When, in 2018, the Landmark Trust unveiled its latest holiday cottage it proved to have no phone signal or wifi. It had been a retreat from civilisation for quite some time. Thoreau wouldn't like it, since the steam trains do jog past occasionally, but when I stayed there that only seemed to accentuate the isolation. Life got simple pretty quickly: cooking, reading, board games, the radio, and walks.

Of course, enticing teenagers away to such places is not always easy. If they get a whiff of a life free of wifi or phone reception, they bolt the bedroom door. I recommend taking them away in groups, because social media works on the fear of missing out, so removing that possibility helps. Mountain huts and camping barns usually come without internet access.

Perhaps the furthest I ever got was to a cabin in Montana's Crazy Mountains, but recently, when I tried to email the owners, the message bounced back marked "undeliverable". Now that is a place worth searching for: The land beyond email.*

1 It was impossible for Maddy to explain that the batteries of the phones were flat because ...

- 1) she wanted to sleep a lot.
- 2) she couldn't check her phone.
- 3) she considered it as a punishment.
- 4) she was rather little at the time.

Ответ:

* By Kevin Rushby <https://www.theguardian.com/travel/2019/apr/27/going-offline-the-benefits-of-break-from-internet-off-grid>

2 The word “off-grid” in paragraph 2 means ...

- 1) being happy without electricity, the Internet, and wifi.
- 2) living without using the normal electricity, gas, or water supply.
- 3) going to a place that is quiet and safe.
- 4) spending time in the forest where there is no Internet access.

ОТВЕТ:

3 Henry David Thoreau retired to the woods and built a cabin because ...

- 1) modern life led him to mental distress.
- 2) modern life prevented his concentration.
- 3) the woods were admirable there.
- 4) the speed of life decreased in cities.

ОТВЕТ:

4 The word “It” in paragraph 5 (“It speaks to anyone...”) refers to ...

- 1) the book.
- 2) the nature.
- 3) the town.
- 4) the mobile phone.

ОТВЕТ:

5 Which of these is the rule of going off-grid in Thoreau style?

- 1) Be free from reliance on public sources.
- 2) Live a completely self-sufficient lifestyle.
- 3) Do not take any mobile devices with you.
- 4) Disconnect from the electrical grid.

ОТВЕТ:

6 According to the author, the isolation is accentuated ...

- 1) when you stay at a holiday cottage.
- 2) when you hear a steam train.

- 3) when you feel the nearness of civilization.
- 4) when you have a routine life without phone signal or wifi.

Ответ:

7

According to the author, persuading young people to visit places free of wifi and phone reception is ...

- 1) hard.
- 2) unclear.
- 3) demanding.
- 4) effortless.

Ответ:

ЗАДАНИЕ 29

Don't overlook your school librarian, they're the unsung heroes of literacy

When talking about teaching and learning, most people don't immediately think of librarians. But in a school where the librarian or learning resource centre manager is valued and properly made use of, we can teach important skills. Librarians are in the privileged position of being able to work with teachers across all subjects and students of all ages, observing the inner workings of a school from a slight distance.

One thing I've noticed is that the belief that students are adept at using the latest technology to find the information they need is simply not true. Students turn up in the library with the ubiquitous task of researching a topic and they don't know where to start. Usually they head for Google, which takes them straight to Wikipedia (it's top of the list so it doesn't take much effort). Wikipedia is handy if you know how to use it properly, but many students need this explaining to them.

A librarian's area of expertise is in information management and we try to make the process of finding information easier for our students and staff by providing relevant, reliable resources to support the areas they are studying or teaching. We teach information literacy — finding, assessing, evaluating, using and referencing information. We can also share this knowledge with teachers if it's needed, especially since some find learning how to use new technology, or keeping up with the latest programmes and websites, very difficult.

Teachers are busy enough as it is and often don't have the time to critically assess all the sources of information out there. If you're struggling with this — or need help with research — it's a good opportunity to make use of your friendly school librarian, who is usually more than happy to help out. It's part of our job. Librarians can help students to formulate, assess, and evaluate what they've found and, importantly, use information in a way that hones their note-taking skills, avoiding plagiarism. Librarians can teach your students to be better, more independent researchers.

Most school libraries will have their own management system, including a catalogue that students and staff can access. This will probably include details of online databases, magazine articles and recommended websites, as well as books. What is a better place for students to start their research? If the teachers start using and valuing the librarian in their school, the students will do the same and view them as more than someone to help with the photocopying or chase them for an overdue book.

Encouraging literacy across the curriculum is something that comes naturally to the school librarian, whose job revolves around literacy of all kinds, a fact that can be overlooked. We spend our time finding the right book for the right child and each student is individual in their needs and taste. I have been lucky to obtain the role of literacy coordinator in my school. The role sits naturally alongside that of the school librarian, working with all the different subject departments with a unique overview of the school.

Librarians also share teachers' frustration at each new change to the curriculum — we'll have to get some new books and find some different databases. We'll probably subscribe to several databases with reliable, curriculum-based information that is perfect for students. It's at times like this that it would be great if teachers work with us and share the burden of selecting and providing new resources. We could help you build up a list of websites that are suitable, and can guide students on the skills they need to find information independently.

So don't forget to seek out your school librarian. You will be amazed at how much support they can give you and how much time they can save you. And they really do want to be taken notice of.*

* By *Sally Dring* <https://www.theguardian.com/teacher-network/teacher-blog/2014/sep/18/school-librarian-literacy-support-teacher-students>

1 According to the author, librarians are in the privileged position because ...

- 1) they have inner balance.
- 2) they can assist teachers at the lesson.
- 3) they collaborate with both teachers and students.
- 4) they can analyse students' tasks.

Ответ:

2 The author describes the ability of students to find necessary information as ...

- 1) genuine.
- 2) precise.
- 3) authentic.
- 4) imperfect.

Ответ:

3 According to the author, the main aim of librarians' work is ...

- 1) to develop basic reading skills.
- 2) to teach how to work with information in an appropriate way.
- 3) to use computer technologies to make reports.
- 4) to deal with computer programmes to fix errors.

Ответ:

4 Which of these does **NOT** refer to a friendly school librarian according to the text?

- 1) A friendly school librarian assesses critically students' work.
- 2) A friendly school librarian tries to make students' style more acute or effective.
- 3) A friendly school librarian helps students to become better investigators.
- 4) A friendly school librarian prevents students from using ideas and pretending that they are their own.

Ответ:

5 The pronoun “them” in “... the students will do the same and view them ...” (paragraph 5) refers to ...

- 1) researchers.
- 2) libraries.
- 3) teachers.
- 4) librarians.

Ответ:

6 The author thinks that her work ...

- 1) is more than simply literacy co-ordinator.
- 2) coincides with literacy co-ordinator.
- 3) includes analysis of students' interests and tastes.
- 4) consists of sitting in different subject departments.

Ответ:

7 According to the author, librarians have the feeling of being less confident when ...

- 1) they select and provide new resources for teachers.
- 2) they have to make a list of websites that are suitable for students.
- 3) several databases with reliable information should be found.
- 4) the subjects and syllabi studied in a school become different.

Ответ:

ЗАДАНИЕ 30

Standardised testing suppresses intellectual leadership and lets some students coast

When I left university I didn't consider teaching. I got a job as a technical writer and worked for an organisation that made software for large manufacturing companies. It was a wonderful job for a young person, but after several years I realised that I wanted to be stretched more intellectually and to do something that had an impact on individual people, not a profit margin.

I think philosophy should be a core part of the curriculum. I'm not talking about kids knowing the ideas of 10 philosophers, but about exploring philosophical thinking and understanding critical issues. I teach philosophy as an elective at the high school I'm at. In my course we talk about the philosophy of education, ethics, truth and logic, and how to form an argument. I tell my students that everybody has an opinion and I love that, but I don't want to ever hear your opinion. When you can take the "I think" and turn it into a convincing argument, that's when you have real power.

As much as we might value individualism, we're very influenced by peer pressure. This is natural stuff, but if kids can understand why they like or don't like something and articulate it to their friends, they'll be happier. When I give a student a book to read, I'm hoping someday that kid will want to have that book on their shelf and talk to people about it. But the craziness we have for measuring things is leading us away from that.

Something I'm very uncomfortable with is the standardised tests. As teachers we should be respecting the things that interest kids. If we constantly teach to a set of requirements, then students won't have time to explore other things. Something I hear teachers complain about is pupils asking, "Will this be on the test?"

I would like to see the current exam system replaced with a portfolio assessment model. It's not cost effective, but I think teachers should design how pupils are assessed and a group of unbiased professionals should then vet the quality of these assessments. You wouldn't necessarily be able to compare results apple to apple with other schools, but you would be creating a dynamic way of examining young people's knowledge, competencies, and skills. As a teacher, I want to be incentivised not to have my students score well, but to develop the most challenging and rigorous curriculum possible.

My school is number one in Pennsylvania's state rankings, but I wish that hadn't happened. I like it because I think we're a very good school, but I hate the fact that schools try to climb that list instead of properly focusing on the quality of their teaching. I want people to see if my students are succeeding or not, but as soon as you put data out there people use it to create rankings — I'd ban them if I could.

Near the end of one course that I teach, I ask pupils to grade themselves. It's one of the assignments that I'm most fond of. I ask students to grade their own intellectual integrity. They give themselves a grade the extent to which they really think about the ideas and material (as opposed to simply completing assignments in the most expedient way).

I get them to do this, and accept their grade without criticism because I want them to feel that ethical transparency that they don't often feel. If they cheat on a test there are consequences for that, but this is about a duty to tell the truth and reflect on how hard they've worked and why. I want to show that I respect them, not by simply saying it, but by handing some power over to them.*

1 The author decided to leave the work of a technical writer because ...

- 1) he wanted to apply his abilities to think and influence people.
- 2) he wanted a more profitable work.
- 3) he wanted to work for a manufacturing company.
- 4) he was tired of making software.

ОТВЕТ:

2 At the Philosophy lessons the author tries ...

- 1) to teach ideas of great philosophers to the students.
- 2) to teach his students how to argue convincingly.
- 3) to teach the fundamentals of education, ethics and logic.
- 4) to teach students how to transform their opinions.

ОТВЕТ:

3 The author finds the idea of influence by peer pressure ...

- 1) modest.
- 2) simple.
- 3) normal.
- 4) smart.

ОТВЕТ:

4 Why does the author dislike standardised tests?

- 1) Because students focus on the content knowledge area to complete the test.

* By *Holly Welham* <https://www.theguardian.com/teacher-network/teacher-blog/2014/oct/19/standardised-testing-lets-students-coast>

- 2) Because pupils have to explore a wide range of topics.
- 3) Because pupils have to complete a set of tasks to pass the test.
- 4) Because teachers complain that pupils are not so curious about the subject.

Ответ:

5

The word "vet" in "...a group of unbiased professionals should then vet the quality of these assessments..." (paragraph 5) is close in meaning to ...

- 1) cure.
- 2) examine.
- 3) read.
- 4) criticize.

Ответ:

6

What does the author think about school rankings?

- 1) They help students succeed.
- 2) Their bias is evident.
- 3) It is better to create new rankings.
- 4) It is necessary to prohibit them.

Ответ:

7

How did the author make his students feel ethical transparency?

- 1) He asked them to criticize their efforts.
- 2) He asked them to write a personal diary.
- 3) He asked them to rate themselves.
- 4) He asked them to reflect on the tasks.

Ответ:

ЗАДАНИЕ 31

How a school garden has transformed the way we teach

It was in 2004 that I decided to install a garden at Charlton Manor Primary School. I'd just taken up the role of headteacher, and there was some derelict land on the school site. I'd seen the news reports about children lacking knowledge of where their food came from and felt that we as a society had become very detached about food. The reason for this was clear to me: we were no longer educating our children about food in schools.

So I saw a garden as an opportunity for the children to learn in a real way, in an outdoor context, while also instilling an understanding of where their food came from and the importance of eating fruit and vegetables. But I also wanted to use it to cover other topics: life cycles, flowering plants, pollination, adaptation, creative writing and report writing. I believed that plenty of subjects could be well taught in a garden, while increasing pupils' activity levels and encouraging teamwork.

There was a behavioural element, too. With many teachers facing comments from children such as "It wasn't my fault" and "It wasn't only me", here was our chance to develop a sense of responsibility. We took the pupils out to local gardens and allotments to give them inspiration for what they might want from a school garden, and asked them to play a practical role. From this, their ideas included areas to grow fruit and vegetables, a wild-life pond complete with bridge for viewing, a hide to observe wildlife and a greenhouse set within a maze so that the garden didn't reveal all of its secrets straight away.

Four years on, gardening has become a central part of the curriculum. A recent creative writing task on buried treasure took on a whole new meaning with the garden as the backdrop, as pupils used the sights and sounds as inspiration. In maths measurement classes, children have mapped out flower beds rather than relying on small-scale drawings in textbooks. We've produced charts and graphs by measuring sprouting sunflowers, and recorded weather information from the weather station and charted its effects.

It hasn't all been plain sailing, though. At the beginning, we struggled to get some of the staff on board, due to concerns that behavioural issues would worsen – because if they couldn't trust the children in the classroom, wouldn't they be worse outside? But once those teachers started making use of the garden there was recognisable behaviour change in those pupils. The children worked as a team, were engaged in their tasks, and took responsibility for nurturing the plants.

We needed to think about funding, too. We've had to find money from the school fund for a full-time gardener — paid at the support staff rate, he's been employed all year round to plan and deliver lessons with the teachers. We also decided to enlist the help of a landscape architect, and we were lucky enough to have a school fundraiser to make this happen.

It makes clear the wide ranging benefits of school gardens: learning, increased wellbeing and understanding of the natural environment. Schools and pupils are enriched by growing food and the behaviours acquired through such work. That outdoor learning can add value to everyday experiences in the classroom.

I'd agree. The garden has transformed the school and provided wonderful learning opportunities for the children. It has brought the community together in a huge way and continues to develop. That's why for me, a garden in whatever guise — from wooded plot to a handful of makeshift containers, hanging baskets or a window sill — should be viewed as an essential learning tool for all schools.*

1 Why did the author decide to install a garden at school?

- 1) It was important to grow food for school children.
- 2) He wanted to widen pupils' knowledge about food.
- 3) He wanted schoolchildren to become hardworking.
- 4) It was her project as a headteacher.

Ответ:

2 Which of these things is **NOT** mentioned as an opportunity for the children to learn in the garden?

- 1) Working together.
- 2) Learning about food.
- 3) Teaching in the garden.
- 4) Planting flowers.

Ответ:

* *Tim Baker.* <https://www.theguardian.com/teacher-network/teacher-blog/2017/sep/29/primary-school-garden-teaching-method-improve-pupil-behaviour>

3

How could teachers develop a sense of responsibility?

- 1) Pupils were offered to take part in practical activities.
- 2) Pupils had to work in local gardens.
- 3) Pupils observed a wildlife pond every day.
- 4) Pupils had to make a secret of the garden.

Ответ:

4

What task related to gardening did pupils have as part of the curriculum?

- 1) They had to write a poem about treasure hunting.
- 2) They had to measure a bed for the garden.
- 3) They had to compare the number of plants they collected.
- 4) They had to forecast the weather.

Ответ:

5

The word “they” in “...wouldn’t they be worse outside...” (paragraph 5) refers to ...

- 1) the pupils.
- 2) the concerns.
- 3) the teachers.
- 4) the behavioural issues.

Ответ:

6

The full-time gardener was employed to help teachers ...

- 1) design the landscape of the garden.
- 2) make arrangements for the lessons.
- 3) look after the plants in the garden.
- 4) select fairly simple plants.

Ответ:

7

What is the author's attitude towards the school garden?

- 1) Indifferent.
- 2) Calm.
- 3) Proud.
- 4) Reflective.

Ответ:

ЗАДАНИЕ 32

As an American, I have always been a bit ambivalent when it comes to units of measurement. I learned units like inches, pints, and pounds first, but all through elementary and secondary school, the metric system (or S. I., System International) was taught, along with dire warnings that we'd better get used to the new measurements because the U. S. was going to be giving up Imperial units real soon now. That would have been fine with me, because I'm fluent in meters, liters, and grams too, and they all make more sense to me than their Imperial counterparts. Temperature, strangely, is the exception: I can't seem to switch my brain out of Fahrenheit. The entire world — excluding Americans — has come to the sane conclusion that units of measurement based on outdated and arbitrary standards should be abandoned, and that everything should be based on easy-to-calculate units of ten.

Everything, that is, except time, the measurement of which requires dealing in inconvenient quantities such as 60, 12, 7, 365, 31, 30, 28, and every so often, 29 and 366. Why shouldn't time be measured in units of 10, 100, and 1000? Seconds, hours, weeks, and months, after all, are simply arbitrary divisions of days, seasons, and years. It would be better to divide them up in a decimal-friendly way. But it turns out that there have been numerous proposals to do exactly that.

Let's back up a bit and consider a few basics. Everyone agrees that time measurements should be based on regular, observable phenomena such as the dependable fact that the sun rises and sets every day, and that the Earth's position relative to the sun follows predictable, year-long cycles. One could argue that the notion of a "day" having a fixed duration is a bit of a fiction, since the hours of sunlight vary according to season and latitude, but I think most people are content taking an

average as the rule. Though the idea of a “day” and “year” are with us to stay, however, all the other units — seconds, minutes, hours, weeks, and months (and even seasons, depending on where you live)— are arbitrary divisions that are ripe for revision.

The first serious attempt to slice up the clock and calendar decimally happened in France as a consequence of the French Revolution. The new government instituted a republican calendar that consisted of 12 months of 30 days each. An extra five days of festivities were added at the end of each year (not part of any month) to make the solar cycle work out. Each month consisted of three “dekades,” or 10-day weeks. New clocks had to be designed and built, too. A day now had 10 hours; hours had 100 minutes, and minutes had 100 seconds. Because the months were not that much different from existing months (breaking the strict unit-of-10 rule), they were relatively easy to get used to. But having a “minute” that was almost a minute and a half long, and an “hour” that lasted almost two and a half hours, was too much.

One exception to the solution is Internet Time, a standard promoted by Swiss watchmaker Swatch. In Swatch’s system, the day is divided evenly into 1000 units called “beats”; each beat lasts 1 minute, 26.4 seconds. Internet Time is designed to be universal, rather than local — so if you say an event is going to occur at 435 beats (which is how Internet Time is notated), that represents a fixed time that works anywhere in the world. Beat 0 is defined as midnight in Biel, Switzerland, where the Swatch headquarters is located. The downside to the lack of time zones, of course, is that Internet Time has no consistent relationship to the cycle of the sun; you simply have to memorize what beat range constitutes periods such as “morning,” “afternoon,” and “evening” in your local area — and then recalculate if you travel.*

1

Which of these does **NOT** refer to the author’s ability to use units of measurement?

- 1) He knows both systems well excluding Celsius.
- 2) He can’t seem to switch his brain out of Imperial units.

* By Kissell J. Decimal Time Режим доступа: <https://itotd.com/articles/4286/decimal-time/>

- 3) He cannot get used to inches, pints, and pounds.
- 4) He cannot use Fahrenheit because of dire warnings.

Ответ:

2 The phrase 'in a decimal-friendly way' in the second paragraph is closest in meaning to ...

- 1) the way of accurate calculation.
- 2) the way of using convenient fractions.
- 3) the way based on the unit ten.
- 4) the method of dividing.

Ответ:

3 What question does the author pose in the second paragraph?

- 1) Why don't people use inconvenient units to measure time?
- 2) Why do people measure time using seconds?
- 3) Why don't people use a decimal-friendly way to measure time?
- 4) What units do people use to measure time?

Ответ:

4 Why are all time units except a day and a year ripe for revision?

- 1) Because they vary according to season and latitude.
- 2) Because they are based on chance rather than based on reason.
- 3) Because people get used to average units.
- 4) Because they do not depend on the time of sunrise and sunset.

Ответ:

5 Which of the following aspects does **NOT** refer to the republican calendar offered as a consequence of the French Revolution?

- 1) The number of months and days in a year did not differ from a traditional calendar.
- 2) The duration of a week, an hour, and a minute was changed.

- 3) A new minute lasted much more than a traditional minute.
- 4) The days of festivities were out of a year cycle.

Ответ:

6

Which is true about Internet Time?

- 1) It is used in Biel, Switzerland.
- 2) It doesn't show local time zones.
- 3) It has a limited use for the Internet providers.
- 4) It was designed for Swiss watches.

Ответ:

7

What does the author recommend to do if you use Internet time?

- 1) He recommends to compare beat ranges in different areas.
- 2) He recommends to learn beats by heart.
- 3) He recommends to fix Internet Time.
- 4) He recommends to calculate beats every morning, afternoon, and evening.

Ответ:

Раздел 3.

АУДИРОВАНИЕ

В первом разделе ЕГЭ по английскому языку представлены три задания на аудирование, направленные на проверку сформированности умений понимания основного содержания и полного понимания звучащих текстов. Кроме того, в данном разделе проверяются умения школьников понимать в прослушиваемом тексте запрашиваемую информацию или определять в нём её отсутствие. Общие рекомендации для успешного выполнения заданий на аудирование представлены ниже.

Общие стратегии и рекомендации для успешного выполнения заданий на аудирование

1. Внимательно ознакомьтесь с заданиями на этапе подготовки к экзамену; структура и требования заданий остаются неизменными в разных вариантах КИМ, поэтому на экзамене вы можете не тратить время на чтение инструкций, а уделить больше внимания содержательной части.
2. Сконцентрируйтесь на прослушивании, обращайтесь внимание как на ключевые слова, обеспечивающие понимание общего содержания, так и на детали.
3. Обратите внимание на увеличивающуюся сложность от первого к третьему заданию. Постарайтесь распределить свои усилия.
4. Контролировать время выполнения теста также важно: не забывайте, что между первым и вторым прослушиванием даётся 15 секунд. Это необходимо, чтобы вы успели заполнить бланк (или черновик), а также осмыслить прослушанные тексты.
5. Не оставляйте пустые ячейки на бланке уже во время первого прослушивания, даже если вы сомневаетесь, нужно записать ответ. Во-первых, иногда на помощь приходит языковая интуиция. Во-вторых, вы можете перепроверить себя во время второго прослушивания.

Обратите внимание на ТИПИЧНЫЕ ошибки*

- опора на отдельные слова и словосочетания, а не на смысл текста;
- отсутствие опоры на языковую догадку;
- низкий уровень работы с информацией и недостаточный уровень развития критического мышления (это, главным образом, проявляется при работе с заданием 2, когда учащиеся затрудняются разграничить *true / false / not stated*)

1

Задание на понимание основного содержания прослушанного текста**

Что предлагается в задании?	6 высказываний и 7 утверждений
Что нужно сделать учащемуся?	Установить соответствия между высказываниями и утверждениями
На какие особенности следует обратить внимание при выполнении задания?	Каждое утверждение, обозначенное соответствующей цифрой, используется только один раз. В задании есть одно лишнее утверждение
Сколько раз прослушиваются тексты?	2 раза

Стратегии выполнения задания 1 по аудированию

ПЕРЕД ПРОСЛУШИВАНИЕМ: обязательно прочитайте предлагаемые утверждения. Определите тему, которая их объединяет. Это поможет настроиться на прослушивание. Также постарайтесь понять, чем отличаются в содержательном плане

* *Вербицкая М.В., Махмурян К.С.* Методические рекомендации для учителей, подготовленные на основе анализа типичных ошибок участников ЕГЭ 2018 года по иностранным языкам. М.: Федеральный институт педагогических измерений, 2018. С. 11–13. Режим доступа: http://www.fipi.ru/sites/default/files/document/1535372038/inostranny_yazyk_2018.pdf

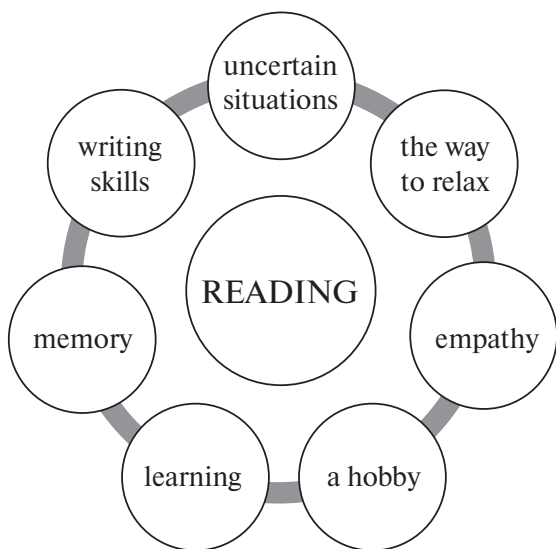
** Данному заданию соответствует задание 1 письменной части ЕГЭ по английскому языку.

утверждения друг от друга. Одним из приёмов поиска различий является определение ключевых слов. Приведём пример задания.

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. В задании есть **одно лишнее утверждение**. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

1. Reading books helps people to deal with uncertain situations.
2. People love reading books because it is the best way to relax.
3. People become more empathetic while reading books.
4. Reading is one of the greatest hobbies and pastimes.
5. A reader learns something new every day.
6. Reading enhances people's memory.
7. Reading books influences writing skills greatly.

Предложенные утверждения связаны с темой **READING**. Внимательное ознакомление с каждым утверждением позволяет выделить ключевые слова, на которые важно обращать внимание при прослушивании текстов.



Определение ключевых слов способствует концентрации на важной информации во время прослушивания и, соответственно, выбору единственно правильного варианта ответа.

ВО ВРЕМЯ ПРОСЛУШИВАНИЯ: обращайтесь внимание на ключевые слова, следите за логикой говорящего. Если вы не понимаете каждое слово в высказывании, старайтесь вникнуть в общий смысл — это основная цель данного задания. Не забудьте, что среди данных утверждений есть одно лишнее. Одним из эффективных приёмов во время прослушивания является формулирование основной мысли каждого текста. Старайтесь критически воспринимать текст, вдумываться в его содержание: опора на совпадающие слова, как правило, не эффективна, а, напротив, приводит к ошибочному выбору варианта ответа.

ПОСЛЕ ПРОСЛУШИВАНИЯ: первое и второе прослушивания помогают вам соотнести варианты ответов с высказываниями и проверить самих себя. Желательно уже при первом прослушивании отмечать на черновике собственный выбор, а потом во время второго — проверять и уточнять его.

Для подготовки к заданию 1 по аудированию мы предлагаем вначале выполнить тренировочные задания.

Тренировочные задания

ЗАДАНИЕ 1

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) The standards of living have become better.
- 2) The life didn't use to go so rapidly.
- 3) People are under pressure because of the modern way of life.

Ответ:

ЗАДАНИЕ 2

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Unexpected situations are not risky for the speaker.
- 2) Saving account is the easiest way of saving money.

3) Cashless ways of payment are not so convenient for the speaker.

Ответ: ☐

ЗАДАНИЕ 3

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) It can help young people to save money.
- 2) Drinking coffee can be harmful.
- 3) There are a lot of ways to make coffee.

Ответ: ☐

ЗАДАНИЕ 4

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) The language is hard to understand.
- 2) The play is romantic and tragic.
- 3) The play should be watched by everyone.

Ответ: ☐

ЗАДАНИЕ 5

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) It helps to concentrate on daily routine.
- 2) This way of exercising depends on weather conditions.
- 3) This morning exercise helps to be healthy.

Ответ: ☐

ЗАДАНИЕ 6

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Everyone should have a library at home.
- 2) It is more convenient to read in the morning.
- 3) It is hard to start a day with a half an hour journey.

Ответ: ☐

ЗАДАНИЕ 7

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Using a credit card can be inconvenient.
- 2) Paying a yearly fee is optional.
- 3) It is necessary to manage your own expenses.

Ответ: ☐

ЗАДАНИЕ 8

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Poor people live here.
- 2) Rich people find new opportunities.
- 3) The city has changed greatly.

Ответ: ☐

ЗАДАНИЕ 9

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Music is always played in the background.
- 2) Favourite music can change a bad mood.
- 3) Playlists of favourite songs depend on personal preferences.

Ответ: ☐

ЗАДАНИЕ 10

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) There are a lot of TV channels and news programmes.
- 2) News is better presented in newspapers.
- 3) Television offers a great choice of programmes.

Ответ: ☐

ЗАДАНИЕ 11

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Different fruit and vegetables contain healthy fats.
- 2) Eating this fruit is not always healthy.
- 3) This fruit is sold everywhere.

Ответ: ☐

ЗАДАНИЕ 12

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Having a pet is a real pleasure.
- 2) Acquiring a pet requires a lot of time and energy.
- 3) Busy people seldom own pets.

Ответ: ☐

ЗАДАНИЕ 13

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) It must be the right moment to speak about real feelings.
- 2) People do not like speaking about their feelings.
- 3) Adults try to hide their real feelings.

Ответ: ☐

ЗАДАНИЕ 14

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Areas for walking are near the house.
- 2) Enough space is an important issue.
- 3) Pets should live in the hall.

Ответ: ☐

ЗАДАНИЕ 15

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) People have different communicative styles.

- 2) Additional information is based on the cultures and origins.
- 3) Speaking to people helps to learn them better.

Ответ:

ЗАДАНИЕ 16

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) It is pleasant to read modern novels.
- 2) Children read a lot nowadays.
- 3) Books for children are exciting.

Ответ:

ЗАДАНИЕ 17

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) Communicating with others helps to understand rules of communication.
- 2) Body language is an important aspect of conversation.
- 3) People present themselves in conversation.

Ответ:

ЗАДАНИЕ 18

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) There is an important obstacle to keep a pet.
- 2) Having enough time for the pet is essential.
- 3) Taking care of a pet can encourage children.

Ответ:

ЗАДАНИЕ 19

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) People cannot predict future.
- 2) The life did not use to pass so rapidly.
- 3) People are under pressure because of the modern way of life.

Ответ:

ЗАДАНИЕ 20

Прослушайте высказывание и определите соответствующее ему утверждение.

- 1) The play was part of educational process.
- 2) The play isn't out of date.
- 3) The play is based on real events.

Ответ:

Задания в формате ЕГЭ

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

У Вас есть 20 секунд, чтобы ознакомиться с заданием.

ЗАДАНИЕ 21

1. Family members can get a lot of use out of plastic bags.
2. Thrown plastic bags make the environment dirty.
3. Several solutions are offered for customers.
4. Schoolchildren helped to clean up the area near their school.
5. The shore looked better after the field trip.
6. Shoppers want a choice about what kind of bag they can use.
7. Reusable plastic bags should be produced.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 22

1. TV helps students broaden their knowledge.
2. TV time is a waste of time.
3. Protection and communication strategies are needed.
4. The idea of TV ban is not really useful.

5. Television has negative influence on children.
6. Little children would better play than watch TV.
7. People can find interesting information while watching TV.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 23

1. Using a backpack correctly can be helpful.
2. Carrying heavy backpacks influences kids' bodies negatively.
3. E-books may solve the problem in the future.
4. They are not allowed in some schools.
5. Schools offer some solutions of the problem.
6. Carrying heavy backpacks concerns not only pupils.
7. Limiting things in the backpack is the unique solution.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 24

1. The book gives details of the tragic adolescent life.
2. The pictures in the book help to understand it.
3. Humour and irony make the book wonderful.
4. The book contains useful life advice.
5. The book shows relations between a dog and its owner.
6. The book tries to explain modern economic processes.
7. Teenagers are offered some useful recommendations.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 25

1. Cell phones enhance communication between people.
2. Modern technology is developing fast.
3. The effect of technologies on people's vision is negative.

4. People often misunderstand text messages.
5. Modern technology affects people's memory.
6. Technology forms communicative barriers between people.
7. People become lazier because of modern technologies.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 26

1. She taught more than simply dancing.
2. Dancing helps to build the character.
3. Dancing can heighten energy and mood.
4. Dancing has a great number of benefits.
5. Watching ballet is getting popularity now.
6. Dancing can be painful and even dangerous.
7. Dance and sports are similar in some ways.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 27

1. Sport is important for children.
2. A player can choose the best personal style.
3. The sport is very dangerous for a player.
4. The best way of practice is an individual sport.
5. Water-skiing features various types.
6. Sports require hard work.
7. Some sportsmen are superstitious.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 28

1. People are under pressure by the modern way of life.
2. People can't predict future.
3. The life didn't use to go so rapidly.
4. The pace of life doesn't differ from what it used to be.
5. The standards of living have become higher.
6. Modern life gives much more opportunities.
7. People destroy their own world themselves.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 29

1. Meal planning may be helpful.
2. Free events and entertainment are a way to save money.
3. You can save your money using these means of transport.
4. It is the best way to save on your smartphone.
5. Used books can help you to cut expenses.
6. Giving up costly dependence is a way to rise savings.
7. Growing a garden reduces your costs.

Говорящий	A	B	C	D	E	F
Утверждение						

ЗАДАНИЕ 30

1. Juice isn't a useful drink for your health.
2. Small changes lead to healthy habits.
3. It is better to take your mind off your to-do list.
4. The fitness activity should suit a person well.
5. You should stand in the place where you work.
6. Moderation is the best way while eating fruit.
7. Things that truly motivate a person help to create new habits.

Говорящий	A	B	C	D	E	F
Утверждение						

2**Задание на понимание в прослушанном тексте запрашиваемой информации***

Что предлагается в задании?	Диалог и 7 утверждений
Что нужно сделать учащемуся?	Установить соответствие приведённых утверждений содержанию диалога: TRUE / FALSE / NOT STATED
Сколько раз прослушивается диалог?	2 раза

Стратегии выполнения задания 2 по аудированию

ПЕРЕД ПРОСЛУШИВАНИЕМ: необходимо прочитать предлагаемые утверждения, понять их содержание, обратить внимание на последовательность утверждений, так как она соответствует ходу диалога.

ВО ВРЕМЯ ПРОСЛУШИВАНИЯ: важно выделить в содержании диалога информацию, соответствующую предложенным утверждениям, не соответствующую им, или отсутствие упоминания информации:

- Выбор варианта ответа «**True**» — в тексте говорится об этом, но, возможно, другими словами.
- Выбор варианта ответа «**False**» — в тексте говорится об этом, но утверждение противоположно содержанию текста.
- Выбор варианта ответа «**Not Stated**» — в тексте об этом чётко не говорится, но утверждение не противоречит содержанию.

ПОСЛЕ ПРОСЛУШИВАНИЯ: после первого прослушивания ещё раз просмотрите утверждения, вспомните фрагменты диалога, в которых упоминалась информация, и заполните варианты ответа на черновике, во время второго прослушивания это помогает сконцентрироваться на самих утверждениях и, если нужно, внести необходимые исправления. После второго прослушивания запишите варианты ответа, ещё раз концентрируя своё внимание на каждом утверждении.

* Данному заданию соответствует задание 2 письменной части ЕГЭ по английскому языку

Тренировочные задания

ЗАДАНИЕ 31

Прослушайте диалог и определите соответствие приведённых утверждений содержанию диалога (TRUE / FALSE / NOT STATED).

1) In the mornings, Kate sometimes jogs in the park.	TRUE
2) Sam doesn't have any problems getting up early in the morning.	FALSE
3) Kate is not keen on sports except running.	NOT STATED

ЗАДАНИЕ 32

Прослушайте диалог и определите соответствие приведённых утверждений содержанию диалога (TRUE / FALSE / NOT STATED).

1) To overcome such cold weather people have to go to warm places.	TRUE
2) Mary's home town is situated in the north of the country.	FALSE
3) Mary's home town has a very cold weather in winter-time.	NOT STATED

ЗАДАНИЕ 33

Прослушайте диалог и определите соответствие приведённых утверждений содержанию диалога (TRUE / FALSE / NOT STATED).

1) Lisa uses her digital camera to edit photos.	TRUE
2) Lisa doesn't mention how she uses her laptop for educational purposes.	FALSE
3) Lisa has a new laptop in her room.	NOT STATED

ЗАДАНИЕ 34

Прослушайте диалог и определите соответствие приведённых утверждений содержанию диалога (TRUE / FALSE / NOT STATED).

1) Jane thinks that girls should wear dresses or skirts as part of uniform.	TRUE
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2) Girls, boys, and teachers feel like part of a team when they wear uniform with the school emblem.	FALSE
3) Jane and Ben want teachers to wear uniform too.	NOT STATED

ЗАДАНИЕ 35

Прослушайте диалог и определите соответствие приведённых утверждений содержанию диалога (TRUE / FALSE / NOT STATED).

1) Max is sure that his dog is the destiny.	TRUE
2) The only situation when the dog barks is when he sees a cat.	FALSE
3) Max spent a lot of time to teach his dog.	NOT STATED

Задания в формате ЕГЭ

Вы услышите диалог. Определите, какие из приведённых утверждений A–G соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not Stated). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

ЗАДАНИЕ 36

A	Helen has been working hard lately.
B	Helen usually takes a nap while watching TV.
C	When Helen wakes up early, she goes to bed late.
D	Sam eventually changes day and night schedules.
E	Helen falls asleep very quickly.
F	Both Sam and Helen keep on staying up late.
G	Both Sam and Helen prefer to have a bite right before going to bed.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 37

- A** The aim of the school project is to persuade pupils keep to a healthy diet.
- B** The government has decided to bring in a law to make it illegal for pupils to eat junk food.
- C** They're going to completely outlaw advertisements for junk food, alcoholic, beverages and cigarettes.
- D** "Supersize Me" documentary supports the idea that junk food is unhealthy.
- E** Fast food restaurants are usually advertised as something very attractive.
- F** Susan enjoys good salads with lots of vegetables.
- G** Joey decided not to join the school project.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 38

- A** Peter is working on the project.
- B** Both Katy and Peter think that being a perfectionist is not very good.
- C** Peter has a set deadline.
- D** According to Peter, a perfectionist suffers from both fear of failure and fear of success.
- E** If perfectionists aren't successful, they don't have to process an additional amount of information later on.
- F** The idea of perfectionism is mostly about striving to be perfect.
- G** Peter spent seven hours on Wikipedia yesterday.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 39**A**

Now Fred's exercise is jogging with his dog.

B

Fred's terrier gets him a lot of attention because it is friendly and cute.

C

Breaking the ice is easier if you have a dog.

D

Helen usually feeds her neighbours' dog.

E

Helen's neighbours have a trained dog.

F

Helen's neighbours started training their dog when it was rather young.

G

If a dog is a companion, it is better trained.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 40**A**

Yesterday Jane was reading a cooking magazine to find a cake recipe.

B

Sharp cheddar has a strong flavour.

C

The key ingredient of a big beef burger is neither salty nor spicy.

D

The bun of a big beef burger is too small.

E

The idea of using a donut as a hamburger bun is not a surprise for Mike.

F

Mike likes combining unusual tastes.

G

The story in the magazine and people on the Internet contradicted one another.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 41

- A** Monika's pet is not usual.
- B** According to Kate, Sphinx cats are not cute because they are ugly.
- C** Sphinx cats are usually of dark grey colour.
- D** Kate was allergic to cats.
- E** Jim is allergic to cats.
- F** Apart from Canadian hairless and Sphinx cats there are more breeds of naked cats.
- G** Kate thinks that Sphinx cats have disgusting character.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 42

- A** Sam enjoyed his holidays.
- B** There is a world championship in thumb wrestling.
- C** Mary thinks that Rock, Paper, Scissors involves a lot of skill.
- D** Rock, Paper, Scissors is compared to card-playing.
- E** Both thumb wrestling and Rock, Paper, Scissors involve a lot of body language.
- F** Rock, Paper, Scissors is more complicated than it may seem at first glance.
- G** Sam and Mary are going to toss a coin.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 43

- A** Kathy would eagerly listen to something about the yesterday programme.
- B** All Kathy's friends have TVs.
- C** Some people use TVs as a source of background noise.
- D** Greg thinks that people must watch only educational TV programmes.
- E** The BBC get their money from TV license.
- F** Both Greg and Kathy think that there is too much advertising on TV.
- G** Kathy doesn't watch TV a lot. Neither does Greg.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 44

- A** Ben's parents are reliant on the Internet.
- B** Judy uses the Internet mainly as a source of information.
- C** Ben uses only Google to look the things up.
- D** Most of her time on the Internet Judy searches for information using Google.
- E** Ben likes the idea that one can connect with his/ her friends all over the world.
- F** Jerry seldom stays online for hours.
- G** Judy uses the telephone because it is cheaper.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЗАДАНИЕ 45

- A** The Welcome Fair is a sports event.

B	Ben is keen on sports.
C	Not many clubs have stands at the Welcome Fair.
D	Ben has tried many kinds of sport.
E	Judy wants to meet some French people to make friends with them.
F	There is no gaming club.
G	The Adventure Club is not as exciting as the Hill-Walking Society.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

3

Задание на полное понимание прослушанного текста *

Что предлагается в задании?	Интервью и 7 заданий к нему
Что нужно сделать учащемуся?	Выбрать вариант ответа, соответствующий содержанию интервью
Сколько раз прослушивается диалог?	2 раза

Стратегии выполнения задания 3 по аудированию

ПЕРЕД ПРОСЛУШИВАНИЕМ: внимательно прочитайте вопросы или предложения с вариантами ответов. Вдумайтесь и постарайтесь понять, кто принимает участие в интервью, чем он или она занимается, а также обратите внимание на что-то особенное, связанное с участником интервью. Недооценка данного этапа прослушивания может привести к невнимательности к деталям, недостаточному прогнозированию содержания текста, недопониманию предлагающихся вопросов.

ВО ВРЕМЯ ПРОСЛУШИВАНИЯ: задания предлагаются по порядку упоминания необходимой информации в интервью, отмечайте те варианты ответа, которые вы считаете правильными. Во время

* Данному заданию соответствуют задания 3–9 письменной части ЕГЭ по английскому языку

второго прослушивания проверьте выбранные ответы и обратите внимание на информацию, которая была не совсем понятна во время первого прослушивания. Особенно необходимо сконцентрироваться на тех предложениях, в которых совпадают слова, по содержанию они могут быть разными. Правильные ответы должны, прежде всего, включать сходные идеи, но это не означает употребления одних и тех же слов.

ПОСЛЕ ПРОСЛУШИВАНИЯ: ещё раз просмотрите варианты ответа и соотнесите их с вопросами, в некоторых случаях, при непонимании фрагментов текстов, подумайте о логике поведения, действий, высказываний героя — иногда это помогает определить ответ, но помните, что это крайний случай, и вероятность правильного ответа низкая. В то же время необходимо понимать, что нельзя оставлять пустые ячейки в бланке ответов. Даже если после второго прослушивания вы всё ещё не уверены, какой ответ выбрать, попытайтесь догадаться.

Вы услышите интервью. В предложенных заданиях запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

ЗАДАНИЕ 46

1

What kind of book did Appelfield publish a few months ago?

- 1) It was a war novel.
- 2) It was a detective story.
- 3) It was a romantic novel.

Ответ:

2

How many books did he write?

- 1) 14.
- 2) 42.
- 3) 32.

Ответ:

3

Why does he think that he is a slow writer?

- 1) Because it is hard for him to find the plot.
- 2) Because it takes him time to describe characters.
- 3) Because he always rereads and rechecks his books.

ОТВЕТ:

4

According to the author, literature is very important because ...

- 1) it helps a person to understand himself/ herself better.
- 2) it shows chronological events.
- 3) it gives a chance to create better descriptions.

ОТВЕТ:

5

According to the author, literature contains ...

- 1) descriptions.
- 2) imagination.
- 3) music.

ОТВЕТ:

6

The author says that the text is poor if ...

- 1) a writer thinks only about characters.
- 2) a writer thinks only about the plot.
- 3) a writer thinks about the description of nature.

ОТВЕТ:

7

Appelfield considers that one of the most important things that make the writer great is ...

- 1) imagination.
- 2) attention.
- 3) talent.

ОТВЕТ:

ЗАДАНИЕ 47

1 What is Colin's attitude towards his work as a director of The Morgan Library?

- 1) He is very annoyed.
- 2) He finds it complicated.
- 3) He is happy.

ОТВЕТ:

2 The Morgan is not only the library and museum but also ...

- 1) a research centre.
- 2) a centre of recreation.
- 3) a psychological centre.

ОТВЕТ:

3 What exhibition can visitors see at the moment?

- 1) Modern Drawings.
- 2) Alice in Wonderland.
- 3) Gutenberg Books.

ОТВЕТ:

4 How many visitors does The Morgan have every year?

- 1) About 100 000.
- 2) About 200 000.
- 3) About 300 000.

ОТВЕТ:

5 How is the Internet used at the library?

- 1) The collections can be accessed by people.
- 2) The collections can be conserved for centuries.
- 3) The collections can be improved because of new trends.

ОТВЕТ:

6

What country is the library collaborating with?

- 1) France.
- 2) Great Britain.
- 3) Italy.

ОТВЕТ:

7

What does the library want to organize?

- 1) Exhibitions of new books.
- 2) Exhibitions of ancient objects.
- 3) Exhibitions to relate old and modern art.

ОТВЕТ:

ЗАДАНИЕ 48**1**

Where did Benjamin discover that he was a poet and a musician?

- 1) In Paris.
- 2) In London.
- 3) In Rome.

ОТВЕТ:

2

How has his family influenced him?

- 1) All members of the family played drums.
- 2) All members of the family composed music.
- 3) All members of the family played musical instruments.

ОТВЕТ:

3

What did he do in Paris?

- 1) He entered the musical college.
- 2) He sang in cafés.
- 3) He sang in trains.

ОТВЕТ:

4 How many songs did he record?

- 1) 3.
- 2) 5.
- 3) 10.

ОТВЕТ:

5 Where is Benjamin from?

- 1) New York.
- 2) Paris.
- 3) London.

ОТВЕТ:

6 According to Benjamin, the greatest musical artists ...

- 1) never sang, but spoke.
- 2) never danced, but sang.
- 3) never spoke, but sang.

ОТВЕТ:

7 Where is he planning to go on a tour to?

- 1) To Asia.
- 2) To America.
- 3) To Europe.

ОТВЕТ:

ЗАДАНИЕ 49

1 When was the bookstore opened?

- 1) In 1901.
- 2) In 1801.
- 3) In 1701.

ОТВЕТ:

2 The bookstore was popular among English people because ...

- 1) it helped English authors.
- 2) it helped English people abroad.
- 3) it published a newspaper.

ОТВЕТ:

3 What changes did William and John Antony make?

- 1) The bookstore began to publish books.
- 2) The bookstore only sold books.
- 3) The bookstore became a reading room.

ОТВЕТ:

4 Why did Galignani begin to sell French books?

- 1) Because English books were prohibited.
- 2) Because English books were expensive.
- 3) Because English books were boring.

ОТВЕТ:

5 When Danielle began running the store ...

- 1) she didn't have any experience.
- 2) she specialized in book sales.
- 3) she wanted to change the bookstore.

ОТВЕТ:

6 How often do they organize events?

- 1) Once a year.
- 2) 2 or 3 times a month.
- 3) 2 or 3 times a year.

ОТВЕТ:

7 How do they use the Internet?

- 1) People can express their opinion online.
- 2) People can buy books online.
- 3) People can make a reservation online.

ОТВЕТ:

ЗАДАНИЕ 50

1 Cornelia became a vegan because ...

- 1) she didn't like the way animals were treated.
- 2) she didn't like the conditions of life that pets had.
- 3) she didn't like people's attitude towards wild animals.

ОТВЕТ:

2 What animal did she rescue?

- 1) A horse.
- 2) A lamb.
- 3) A lion.

ОТВЕТ:

3 What animals doesn't she have?

- 1) A dog.
- 2) A donkey.
- 3) A horse.

ОТВЕТ:

4 Cornelia's purpose is ...

- 1) to write about illnesses of animals.
- 2) to tell people about organic food.
- 3) to make people stop feeding animals.

ОТВЕТ:

5

Cornelia stopped horse riding because ...

- 1) she wanted to become an actress.
- 2) she broke her leg.
- 3) she was tired.

ОТВЕТ:

6

She campaigns against ...

- 1) zoos.
- 2) horse riding.
- 3) fur coats.

ОТВЕТ:

7Which of these things is **NOT** related to Cornelia's interests?

- 1) Travelling.
- 2) Cooking.
- 3) Swimming.

ОТВЕТ:

ЗАДАНИЕ 51**1**

What is David's main responsibility?

- 1) To take care of animals in the Zoo.
- 2) To choose the best food for animals.
- 3) To find new animals for the Zoo.

ОТВЕТ:

2

What is the role of modern zoos?

- 1) To improve people's attitude towards animals.
- 2) To create comfortable conditions for animals.
- 3) To show rare wild animals.

ОТВЕТ:

3 What London park was granted to the Zoological Society?

- 1) Greenwich Park.
- 2) Hyde Park.
- 3) Regent's Park.

ОТВЕТ:

4 London Zoo is one of the largest in the world in terms of ...

- 1) scientists who work here.
- 2) its size.
- 3) the animal collection.

ОТВЕТ:

5 How many visitors do they have every year?

- 1) More than one million.
- 2) Less than one million.
- 3) One million sharp.

ОТВЕТ:

6 How do they acquire new animals?

- 1) They collaborate with other zoos.
- 2) They work with animal dealers.
- 3) They buy animals in Africa.

ОТВЕТ:

7 What animals does David mention speaking about people's fears?

- 1) Bears.
- 2) Spiders.
- 3) Snakes.

ОТВЕТ:

ЗАДАНИЕ 52

1 Samuel Grey decided to become a heart surgeon because ...

- 1) his aunt died but the doctors abroad could help her.
- 2) his grandfather asked him to enter Medical College.
- 3) his father's dream was surgery.

ОТВЕТ:

2 When was the first heart transplantant used?

- 1) In the 1960s.
- 2) In the 1970s.
- 3) In the 1950s.

ОТВЕТ:

3 The Chain of Hope is a voluntary organization which ...

- 1) tries to solve the problem of starvation in Africa and Asia.
- 2) tries to train African and Asian surgeons.
- 3) consults local governments on health care.

ОТВЕТ:

4 Why did he decide to organize the Chain of Hope?

- 1) Because somebody asked him.
- 2) Because he had enough money for it.
- 3) Because he wanted to give hope.

ОТВЕТ:

5 Which country is **NOT** mentioned in the list of the countries where they train doctors?

- 1) Uganda.
- 2) Nigeria.
- 3) El Salvador.

ОТВЕТ:

6

How many children have they helped in total?

- 1) 20 000.
- 2) 2500.
- 3) 18 000.

Ответ:

7

How does he characterize the ideal relationships between a patient and a doctor?

- 1) Personal.
- 2) Civilized.
- 3) Technological.

Ответ:

ЗАДАНИЕ 53**1**

What is the purpose of the Italian Cultural Centre?

- 1) It helps people to widen their knowledge about Italy.
- 2) It chooses and publishes articles about talented people.
- 3) It organizes exhibitions and festivals all around the world.

Ответ:

2

How many themes does the centre develop?

- 1) 5.
- 2) 2.
- 3) 3.

Ответ:

3

According to Antonio, Italian culture is not known well enough because ...

- 1) the Italian language is studied only at several universities.
- 2) the Italian language is so difficult for students to learn.

3) the Italian language is not so spread in comparison with other languages.

ОТВЕТ:

4

Which language is **NOT** mentioned among the most studied European languages?

- 1) Portuguese.
- 2) French.
- 3) German.

ОТВЕТ:

5

According to Antonio, the job of a translator is ...

- 1) very boring.
- 2) very hard.
- 3) very easy.

ОТВЕТ:

6

Antonio translated books ...

- 1) from Spanish into Italian.
- 2) from Italian into English.
- 3) from English into Italian.

ОТВЕТ:

7

Where exactly does Antonio work?

- 1) Only at the centre.
- 2) In Italy.
- 3) In different places.

ОТВЕТ:

ЗАДАНИЕ 54

1 What does Karen say about her teachers at school?

- 1) They developed her interest in music.
- 2) They enabled her to improve her artistic talent.
- 3) They followed old-fashioned methods of teaching.

Ответ:

2 How did Karen feel when she was asked to write a travel book?

- 1) She was concerned about other people seeing her pictures.
- 2) She was pleased to be able to demonstrate her individuality.
- 3) She was surprised that a publisher was interested in her.

Ответ:

3 In her books, Karen's main aim is ...

- 1) to encourage more people to travel.
- 2) to help people enjoy their own travel experiences.
- 3) to make people think more deeply about what they see.

Ответ:

4 Karen says that what she finds fascinating about places is ...

- 1) the mismatch between appearance and reality.
- 2) the different types of places she has to go to.
- 3) the people she meets on her travels.

Ответ:

5 What did Karen enjoy most about her trip to Argentina?

- 1) Seeing unusual wildlife.
- 2) Giving successful concerts.
- 3) Being alone in the natural landscape.

Ответ:

6

What does Karen say she has learned from travelling?

- 1) It may be helpful to be a tourist in some places.
- 2) It's sometimes necessary to accept places for what they are.
- 3) It improves the travel experience if you try to understand a place.

ОТВЕТ:

7

What, according to Karen, has contributed most to her success?

- 1) Having a lot of luck in life.
- 2) Responding to a challenge.
- 3) Getting support from others.

ОТВЕТ:

ЗАДАНИЕ 55

1

How did Kris feel about tennis when he was young?

- 1) He was upset because he preferred a different sport.
- 2) He was frustrated because he couldn't practice often enough.
- 3) He was annoyed because his parents had forced him to play tennis.

ОТВЕТ:

2

What is Kris's attitude to his experiences at school now?

- 1) He accepts that it was important to study.
- 2) He is glad that it showed him how to be successful.
- 3) He appreciates the opportunity he had to make lasting friendships.

ОТВЕТ:

3

What does Kris say about his early competitive years?

- 1) It was fortunate that older players accepted him.
- 2) He had to grow up quicker than other people.
- 3) It would have been better to have spent more time at college.

ОТВЕТ:

4

What does Kris say about his exercise routine and diet?

- 1) He finds it difficult to eat healthy meals.
- 2) He understands that his training has to be varied.
- 3) He resents the need for strict discipline.

ОТВЕТ:

5

What does Kris enjoy most about being a tennis professional?

- 1) Making a lot of money.
- 2) Travelling around the world.
- 3) Meeting new people.

ОТВЕТ:

6

What advice would Kris give to young players?

- 1) Enjoy yourself as much as you can.
- 2) Listen to people who know more than you.
- 3) Try to achieve your ambitions as quickly as possible.

ОТВЕТ:

7

What ambitions does Kris have for the future?

- 1) To help younger players develop their potential.
- 2) To work in the media.
- 3) To be successful in another sport.

ОТВЕТ:

Раздел 4.

ПИСЬМО

Содержание раздела «Письмо» ЕГЭ по английскому языку

- личное письмо,
- развёрнутое письменное высказывание с элементами рассуждения

1

Письмо личного характера*

Что предлагается в задании?	Коммуникативное задание включает письмо-стимул, содержащее три вопроса, и сообщение новости, к которому необходимо задать 3 вопроса
Что нужно сделать в задании?	Написать ответ на письмо-стимул. Ответить на три вопроса. Задать вопросы в соответствии с темой, предложенной в коммуникативном задании. Соблюдать требования к написанию личного письма. Объем высказывания 100–140 слов
Как оценивается выполнение задания?	Максимальный балл — 6. Критерии оценивания включают решение коммуникативной задачи, организацию текста и языковое оформление письменного высказывания

Рассмотрим задание 39 раздела «Письмо»

You have received a letter from your English-speaking pen-friend Margaret who writes:



ПИСЬМО-СТИМУЛ

* Данному заданию соответствует задание 39 письменной части ЕГЭ по английскому языку

... It's great that all my friends and I went on our school trip. We spent our time in the city centre and visited our local museum. **Do you think school trips are an important part of school studies? Why or why not? How often do you go on school trips? What are the most interesting places for school trips in your region?**

By the way, my brother is interested in learning IT.

ТРИ ВОПРОСА,
НА КОТОРЫЕ НУЖНО
ОТВЕТИТЬ

СООБЩЕНИЕ, СВЯЗАН-
НОЕ С ТЕМАТИКОЙ
ВОПРОСОВ, КОТОРЫЕ
НУЖНО ЗАДАТЬ

КОММУНИКАТИВНОЕ
ЗАДАНИЕ

Обратите внимание на то,
что тема вопросов указывается
в коммуникативном задании

Write a letter to Margaret.

In your letter:

- answer her questions;
- ask 3 questions about her brother's interests.

Write 100–140 words.

Remember the rules of letter writing.

Рассмотрим критерии оценки личного письма и определим, какие требования нужно соблюдать, чтобы получить максимальное количество баллов.

Критерии оценки	Стратегии написания личного письма
РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ	
Задание выполнено полностью: содержание отражает все аспекты, указанные в задании (даны полные и точные ответы на все вопросы, заданы правильно три вопроса по указанной теме); стиливое оформление речи выбрано правильно с учётом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости	Для того чтобы задание было выполнено полностью, важно: <ol style="list-style-type: none"> 1) ответить на все три вопроса полностью и точно; 2) задать вопросы в соответствии с указанной темой; 3) строго следовать стиливому оформлению высказывания и адресата, что включает: <ul style="list-style-type: none"> — выбор соответствующей формы обращения,

Критерии оценки	Стратегии написания личного письма
	<ul style="list-style-type: none"> — выбор соответствующей завершающей фразы, — подпись автора в соответствии с неофициальным стилем; 4) строгое соблюдение принятых в языке норм вежливости, что предполагает: <ul style="list-style-type: none"> — упоминание предыдущих контактов, — благодарность за полученное письмо, — упоминание о последующих контактах
ОРГАНИЗАЦИЯ ТЕКСТА	
<p>Высказывание логично; средства логической связи использованы правильно; текст верно разделён на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка</p>	<p>Для того чтобы по данному критерию получить максимальное количество баллов, важно:</p> <ol style="list-style-type: none"> 1) продумать логику высказывания в целом и отдельных предложений в частности (необходимо избегать предложений, которые по смыслу не совсем понятны, требуют уточнения или вызывают вопросы); 2) разделить текст на абзацы; 3) оформить текст в соответствии с нормами, принятыми в стране изучаемого языка, что включает: <ul style="list-style-type: none"> — написание обращения на отдельной строке, — написание завершающей фразы на отдельной строке, — написание подписи на отдельной строке (обратите внимание,

Критерии оценки	Стратегии написания личного письма
	<p>что точка после подписи не ставится),</p> <p>— указание адреса автора в правом верхнем углу,</p> <p>— указание даты под адресом</p>
ЯЗЫКОВОЕ ОФОРМЛЕНИЕ ТЕКСТА	
Используемый словарный запас и грамматические структуры соответствуют базовому уровню сложности задания, орфографические и пунктуационные ошибки практически отсутствуют	В личном письме необходимо соблюдать грамматические и лексические правила, избегать орфографических и пунктуационных ошибок

Общие стратегии и рекомендации для успешного выполнения задания

- Обязательными компонентами письма являются
 - обратный адрес в верхнем правом углу (можно краткий),
 - дата под адресом,
 - обращение — приветствие:
Dear [your English-speaking pen-friend's name],
 - завершающая фраза:
Yours,
Lots of love,
Best wishes,
 - подпись — имя автора письма.
- При написании письма необходимо дать полные ответы на все заданные вопросы письма-стимула.
- При написании письма важно
 - упомянуть о предыдущих контактах и выразить благодарность за полученное письмо:
Thanks for your letter. I am always glad to receive letters from you.
Thank you for your letter. I am always glad to get letters from you.

Thank you for your letter. I always like to read about your news.

Thanks for your letter. It was great to hear from you again.

— выразить надежду на будущие контакты:

Keep in touch.

Hope to hear from you soon.

Write back soon.

Drop me a line.

4. Необходимо соблюдать объём письма, указанный в задании (100–140 слов).
5. При написании письма необходимо обратить внимание на разделение текста на абзацы. Обязательно нужно выделить следующие абзацы: начало письма, ответы на вопросы друга по переписке, сформулированные вопросы для друга по переписке и заключение. Основная часть (main body) письма может быть также разделена на абзацы, которые должны быть выделены согласно логике изложения.
6. Важной характеристикой письма является связность текста. При написании необходимо использовать разнообразные средства логической связи (вводные слова, союзы, союзные слова и т. д.). Их применение должно быть оправданным и уместным и соответствовать неофициальному стилю речи.
7. Подготовленное письмо должно иметь следующий вид:

АДРЕС

ДАТА

ПРИВЕТСТВИЕ

ВСТУПИТЕЛЬНАЯ ЧАСТЬ

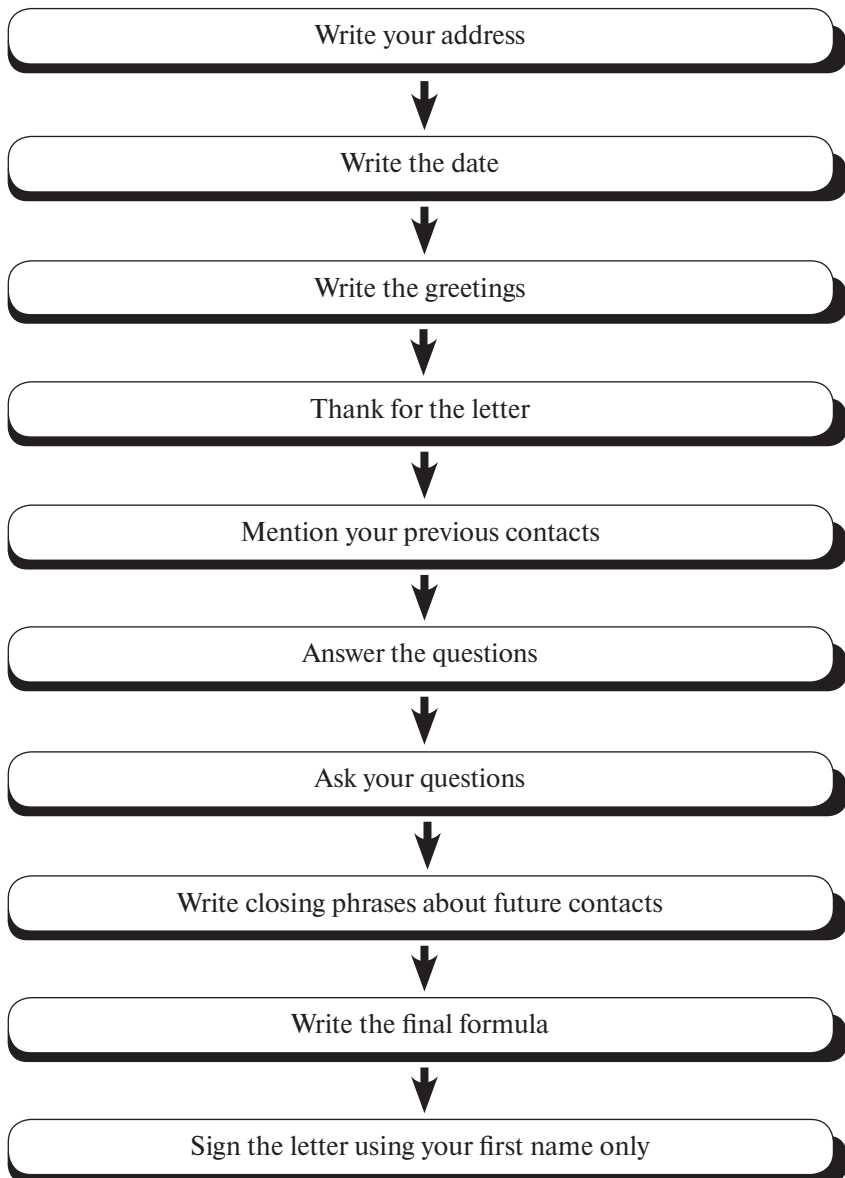
ОТВЕТЫ НА ВОПРОСЫ ДРУГА ПО ПЕРЕПИСКЕ

ВОПРОСЫ К ДРУГУ ПО ПЕРЕПИСКЕ

ЗАКЛЮЧИТЕЛЬНАЯ ЧАСТЬ

РЕПЛИКА ПРОЩАНИЯ

ПОДПИСЬ ПИШУЩЕГО
(ТОЛЬКО ИМЯ)

Алгоритм выполнения задания

Рассмотрим пример личного письма (задание на с. 245).

Krasnodar
Russia
10/05/2019

Адрес

Дата

Dear Margaret,

Обращение

Thank you very much for your letter.
I was happy to get your letter again.

Благодарность + реакция
на предыдущие контакты

In your letter you asked me some questions. Personally, I think school trips are an important part of school studies because information is learnt in an interesting way. As a rule, we go on school trips twice a year. To tell the truth, there are a lot of places for school trips in my city. The most interesting ones are museums and the zoo.

Ответы на вопросы +
употребление средств
связи + логичность

By the way, I would like to ask you about your brother's interests. What hobbies is your brother fond of? Does he have an interest in sports? Why is he interested in learning IT?

Вопросы другу
по переписке

Sorry, I have to finish my letter.
Keep in touch.
Best wishes,
Arina

Надежда на продолжение
контактов в будущем

Заключительная реплика

Подпись автора

ЗАДАНИЕ 1

You have received a letter from your English-speaking pen-friend Andrew who writes:

Yesterday my classmates and I went on a school trip, the weather had been so bad lately that at first I didn't want to go but then the rain stopped and everyone was happy. How often do you go on a school trip? What places are interesting to visit in your region? How may the weather change your plans when the trip is organized?

By the way, I want to buy a new laptop.

Write a letter to Andrew.

In your letter:

- answer his questions;
- ask **3 questions** about the laptop.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 2

You have received a letter from your English-speaking pen-friend Sam who writes:

I often visit my school library as it helps me to do my homework. How often do you visit libraries and how does it help you? Where is the library located? What facilities for visitors does the library have?

By the way, it's a great pleasure to read articles in the new teen magazine.

Write a letter to Sam.

In your letter:

- answer his questions;
- ask **3 questions** about the new teen magazine.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 3

You have received a letter from your English-speaking pen-friend Mary who writes:

My favourite subject is history and I always read a lot about historical periods and great personalities and their life. What historical period are you interested in? Why? What resources help you learn more about it? What skills are important for students to investigate the past?

By the way, I've just visited our city museum.

Write a letter to Mary.

In your letter:

- answer her questions;
- ask **3 questions** about the museum.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 4

You have received a letter from your English-speaking pen-friend Anna who writes:

My classmates often do homework together. It is very convenient as we help each other and discuss important questions. Do you think doing homework together is a good way of learning? Why or why not? Which of your friends is the best person to do homework together? Why? How long have you known him or her?

Unfortunately, the weather is so bad today.

Write a letter to Anna.

In your letter:

- answer her questions;
- ask **3 questions** about the weather conditions.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 5

You have received a letter from your English-speaking pen-friend Ben who writes:

I am fond of watching films. No matter how many times I watch my favourite films, I will always love them. What is your favourite film about? How fine are the acting and the plot? Why is it worth watching and enjoying this film?

By the way, I took part in our school ecological project.

Write a letter to Ben.

In your letter:

- answer his questions;
- ask **3 questions** about the ecological project.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 6

You have received a letter from your English-speaking pen-friend Margaret who writes:

We study different subjects at school and I find some of them too complicated. What is the most difficult school subject for you? Why? Do you agree that students should concentrate on all subjects at school? What is the best way to motivate students to learn subjects they are not interested in?

By the way, I've been writing my essay for 3 hours.

Write a letter to Margaret.

In your letter:

- answer her questions;
- ask **3 questions** about the essay.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 7

You have received a letter from your English-speaking pen-friend Judy who writes:

I'm fond of modern technologies and spend a lot of time surfing the Internet. It is the best way for me to find out news. What is the best source of getting information for you? Why do you think a lot of people prefer TV news over internet news? How important for you is keeping up with the news?

By the way, I am interested in drawing.

Write a letter to Judy.

In your letter:

- answer her questions;
- ask **3 questions** about her interests.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 8

You have received a letter from your English-speaking pen-friend Steve who writes:

In my country we have special dates to remember. They are related to historical events. What special date do people of your country remember? What is its historical background? How do you celebrate this date at school?

By the way, I plan to join our school basketball team.

Write a letter to Steve.

In your letter:

- answer his questions;
- ask **3 questions** about the school basketball team.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 9

You have received a letter from your English-speaking pen-friend Helen who writes:

My parents and I travel a lot. When we visit different countries and cities, we are interested in learning local traditions and eating national food. What traditions is your region famous for? What Russian dishes would you recommend trying if I went to your country? Is it complicated to make national dishes?

By the way, I will go to the cinema with my friends.

Write a letter to Helen.

In your letter:

- answer her questions;
- ask **3 questions** about the cinema.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 10

You have received a letter from your English-speaking pen-friend Fred who writes:

I spent last week in the country where my grandparents live. They are admirable people who are fond of different activities. The more time I spend with them, the more I love them. What are your grandparents interested in? What are they like? What important things can grandparents teach their grandchildren? Why?

By the way, it is better to prepare for tomorrow test.

Write a letter to Fred.

In your letter:

- answer his questions;
- ask **3 questions** about the test.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 11

You have received a letter from your English-speaking pen-friend Tina who writes:

It's always so interesting for me to take part in our school theatre performances. Do you have a theatre club in your school? How often do you organize school concerts or performances? Do you like taking part in them? Why?

By the way, we have just returned from our journey to the countryside.

In your letter:

- answer her questions;
- ask **3 questions** about the countryside.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 12

You have received a letter from your English-speaking pen-friend Ted who writes:

I am a fan of football because I personally enjoy playing the game and have been playing the sport since I was a kid. Why do you think football attracts so many people? Why do people become fans of a certain football club? What traits of character are unique to football fans?

It's great to go to the seaside.

Write a letter to Ted.

In your letter:

- answer his questions;
- ask **3 questions** about the seaside.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 13

You have received a letter from your English-speaking pen-friend Barbara who writes:

Now all members of my family are planning our holidays. We haven't chosen the destination yet but I hope that the holiday will be fantastic. Where would you go on a journey with your family and why? What kind of holiday would you like to make? What do you think the best season for family holidays is? Why?

It is fantastic but I've managed to find a part-time job.

Write a letter to Barbara.

In your letter:

- answer her questions;
- ask **3 questions** about the part-time job.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 14

You have received a letter from your English-speaking pen-friend Robert who writes:

My little sister is so cute and I often play with her. Now I think that babysitting can be a good part-time job for me. Do you agree that babysitting is one of the easiest jobs available for young people? Why or why not? What important skills should a babysitter have? What other part-time jobs are popular with teenagers in your country?

By the way, I have to learn a poem by heart for my literature class.

Write a letter to Robert:

- answer his questions;
- ask **3 questions** about the literature class.

Write **100–140 words**. Remember the rules of letter writing.

ЗАДАНИЕ 15

You have received a letter from your English-speaking pen-friend David who writes:

Yesterday we discussed global environmental problems at our school ecology club. It is necessary to change our lifestyle to protect nature and to improve the situation. What environmental problem do you find the most harmful one? What are negative effects of this problem on our lives? What should people do to prevent it?

By the way, I went to the zoo yesterday.

Write a letter to David.

In your letter:

- answer his questions;
- ask **3 questions** about the zoo.

Write **100–140 words**. Remember the rules of letter writing.

2

Письменное высказывание с элементами рассуждения по предложенной проблеме*

Что предлагается в задании?	Два высказывания (40.1 и 40.2), содержащих проблему Коммуникативное задание, включающее план высказывания
Что нужно сделать в задании?	Выбрать одно высказывание и выразить своё мнение по предложенной проблеме согласно плану, представленному в коммуникативном задании
Объем высказывания?	200–250 слов
Как оценивается выполнение задания?	Максимальный балл — 14. Критерии оценивания выполнения задания включают: К1 — Решение коммуникативной задачи, К2 — Организация текста, К3 — Лексика, К4 — Грамматика, К5 — Орфография и пунктуация

При написании эссе необходимо следовать предложенному плану:

Use the following plan:	
make an introduction (state the problem paraphrasing the given statement)	во введении указывается проблема, показывается её роль для общества / групп людей / отдельного человека, могут быть показаны разные точки зрения на проблему. Обратите внимание на необходимость перефразировать проблему в первом абзаце
express your personal opinion and give 2–3 reasons for your opinion	демонстрируется собственная точка зрения на рассматриваемую проблему, которая подтверждается 2–3 аргументами

* Данному заданию соответствует задание 40 письменной части ЕГЭ по английскому языку

Оклончание табл.

express an opposing opinion and give 1–2 reasons for this opposing opinion	демонстрируется противоположная точка зрения, указываются аргументы людей, поддерживающих её
explain why you don't agree with the opposing opinion	используется контраргументация, на основе которой автор эссе показывает, почему он не согласен с противоположной точкой зрения
make a conclusion restating your position	в заключение необходимо показать существенную роль рассматриваемой проблемы и сделать акцент на собственном мнении, показать его очевидность

Обратите внимание на то, что использование средств связи является необходимым при написании письменного высказывания.

Agreement / Addition / Similarity

in the first place, again, moreover, not only ... but also, as well as, as a matter of fact, and, together with, in a like manner, also, of course, in addition, then, likewise, coupled with, equally, comparatively, in the same fashion / way, identically, correspondingly, first, second, third, uniquely, similarly, in the light of, like, furthermore, not to mention, as, additionally, to say nothing of, too, equally important

Examples / Support / Emphasis

in other words, notably, in fact, to put it differently, including, in general, for one thing, like, in particular, as an illustration, to be sure, in detail, in this case, namely, to demonstrate, for this reason, chiefly, to emphasize, to put it another way, truly, to repeat, that is to say, indeed, to clarify, with attention to, certainly, to explain, by all means, surely, to enumerate, important to realize, markedly, such as, another key point, especially, for example, first thing to remember, specifically, for instance, most compelling evidence, expressively, to point out, must be remembered, surprisingly, with this in mind, point often overlooked, frequently, on the negative side, significantly

Effect / Result / Consequence

as a result, for, consequently, under those circumstances, thus, therefore, in that case, because, thereupon, for this reason, then, forthwith, henceforth, hence, accordingly

*Оклончание табл.***Opposition / Limitation / Contradiction**

although this may be true, but, although, in contrast (and), still, instead, different from, unlike, whereas, of course ... but, or, despite, on the other hand (and), yet, conversely, on the contrary, while, otherwise, at the same time, however, in spite of, besides, rather, even so / though, as much as, nevertheless, be that as it may, even though, nonetheless, regardless, above all, notwithstanding, in reality, after all

Cause / Condition / Purpose

in the event that, if, in case, granted (that), provided that, as / so long as, unless, given that, on (the) condition (that), only / even if, for the purpose of, so that, with this intention, whenever, so as to, with this in mind, since, owing to, in the hope that, while, due to, to the end that, for fear that, because of, in order to, as, in view of

При затруднениях, появляющихся при подготовке заданий с развёрнутым ответом ЕГЭ по английскому языку, рекомендуем использовать пособие **М. А. Бодоньи**. Английский язык. ЕГЭ. Раздел «Письмо». Тренировочная тетрадь. 10–11-е классы. — Ростов н/Д : Легион, 2019.

Выберите только ОДНО из двух предложенных высказываний (40.1 или 40.2), укажите его номер в БЛАНКЕ ОТВЕТОВ № 2 и выразите своё мнение по предложенной проблеме согласно данному плану.

ЗАДАНИЕ 16

Comment on one of the following statements.

1. *Reading books is the best way to develop imagination.*
2. *It is not necessary to teach handwriting at school.*

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;

- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 17

Comment on one of the following statements.

1. *Young people are less interested in healthy eating than their parents.*
2. *Extreme tourism should be banned.*

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 18

Comment on one of the following statements.

1. *When choosing a book, it is better to heed your friends' advice.*
2. *Paper money will disappear soon.*

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 19

Comment on one of the following statements.

- 1. Cooking skills should be taught at primary school.*
- 2. People get tired when they travel by train.*

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 20

Comment on one of the following statements.

- 1. Technological development results in environmental destruction.*
- 2. Schools should invite scientists to teach pupils.*

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 21

Comment on one of the following statements.

- 1. Playing sports is the best way to improve self-confidence.*
- 2. Film adaptations of books cannot be identical to the source material.*

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 22

Comment on one of the following statements.

1. *Movies are made for the entertainment purpose.*
2. *It is hard to convert virtual friends into real ones.*

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 23

Comment on one of the following statements.

1. *Everybody wants to be an actor.*
2. *It is necessary to increase the price of fast food.*

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);

- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 24

Comment on one of the following statements.

1. *Motivation is the key to effective learning.*
2. *Everyone can write a book.*

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 25

Comment on one of the following statements.

1. *Children are more creative than adults.*
2. *It is a good idea to pay kids for doing household chores.*

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 26

Comment on one of the following statements.

1. *It is necessary to encourage people to walk more.*
2. *Studying the past helps people to predict the future.*

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 27

Comment on one of the following statements.

1. *Studying literature is the best way to develop empathy.*
2. *People should view their lives as one big adventure.*

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 28

Comment on one of the following statements.

1. *People should wear clothes which make them comfortable.*
2. *Pen and paper exams will be a thing of the past soon.*

What is your opinion? Do you agree with this statement?**Write 200–250 words.**

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 29

Comment on one of the following statements.

1. *Travelling improves discipline and patience.*
2. *Keeping a personal diary helps a person to understand his aims better.*

What is your opinion? Do you agree with this statement?**Write 200–250 words.**

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

ЗАДАНИЕ 30

Comment on one of the following statements.

1. *Summer in the countryside is the best way to spend holidays.*
2. *Exams make a person more responsible.*

What is your opinion? Do you agree with this statement?**Write 200–250 words.**

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);

- express your personal opinion and give 2—3 reasons for your opinion;
- express an opposing opinion and give 1—2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

Раздел 5.

УСТНАЯ ЧАСТЬ

В пятом разделе экзамена предлагаются 4 задания, которые выполняются в устной форме:

№ задания	Содержание задания	Максимальное количество баллов
Задание 1	Чтение вслух небольшого текста научно-популярного характера	1 балл
Задание 2	Предлагается ознакомиться с рекламным объявлением и задать пять вопросов на основе ключевых слов	По одному баллу за каждый вопрос, всего 5 баллов
Задание 3	Предлагается выбрать одну из трёх фотографий и описать её на основе плана	7 баллов
Задание 4	Ставится задача сравнить две фотографии на основе предложенного плана	7 баллов

1

Задание на чтение вслух небольшого текста

При проверке умения читать вслух обращают внимание как на саму технику чтения (понимание правил чтения отдельных букв и их сочетаний), так и на фонетическую сторону речи: произношение звуков, ритм английского предложения и интонацию.

Для того чтобы успешно справиться с данным заданием, в процессе подготовки постарайтесь достичь:

- правильного произношения слов или звуков, которые меняют смысл слов, например: *mind* — *mine*; *through* — *though*; *since* — *science*;
- корректной постановки ударения как внутри слова, так и в целом предложении;

- правильного деления простых и сложных предложений на смысловые синтагмы;
- соблюдения интонации в разных коммуникативных типах предложений.

При затруднениях, появляющихся при чтении текста, повторите правила чтения, представленные в пособии **М. А. Бодоньи**.
Английский язык. Подготовка к ЕГЭ: устная часть.

ЗАДАНИЕ 1

Literature continues to be the most effective means of passing messages through generations. Everything that has ever happened since the very beginning of times has been recorded in historical writings. We know that classical literature is timeless. But what does that mean? There is no difference when a particular classical book was written, because it draws attention to important issues as well as touches upon such eternal feelings as love, friendship, or maternity.

Classical literature is not an ancient one, as it gives ideas for contemporary novels as well. You can use some concepts, combine them with some new facts and characters and then create perfect pieces of modern literature. If you want to write a book, but you are not sure whether it contradicts those already written, you can always find a good essay writer online, who will provide you with the best analysis of your work.

ЗАДАНИЕ 2

The earliest fireworks can be traced to around 2,000 years ago in China. People then are said to have roasted bamboo stalks. The stalks turned black and sizzled. The air inside the hollow stalks would explode. Years later, Chinese chemists took fireworks a step further. This happened sometime between 600 and 900 A.D. People filled bamboo shoots with gunpowder. They threw them into a fire pit. Steel dust or iron shavings were added to make them sparkle. In China, these firecrackers were often used in celebrations.

In the 13th century, fireworks spread to Europe. In the centuries that followed, Europeans began moving to North America. So it was no surprise that when July 4th began to be celebrated as America's Independence Day, fireworks were part of the plan. John Adams said he hoped the anniversary of the country's independence would be marked for years to come by "bonfires" and "illuminations."

ЗАДАНИЕ 3

Last year, Americans spent more than \$22 billion on chocolate. But the tasty treat comes at a far greater cost than this.

Chocolate comes mainly from the Cocoa Belt, a narrow strip of land along the equator. This is also where much of the world's tropical rain forest is located. In the Cocoa Belt, conditions are perfect for growing cacao trees. They need hot, humid, rainy weather.

But in recent years, climate change has affected weather patterns in the Cocoa Belt. As a result, most cacao trees are producing fewer cacao pods. The cocoa they produce is of lower quality, which means you need more of it to make chocolate taste.

One solution to the problem is cross-breeding. By combining two breeds of cacao trees, scientists are developing trees that stand up to drought and disease. Some even produce more cacao pods per tree.

ЗАДАНИЕ 4

In December, 400 musicians, young and old, marched onto the stage of the 23rd Street, in Philadelphia. One hauled out a cello with dangling strings. Another cradled a trumpet wrapped in duct tape. Others carried broken violins, flutes, and drums. They took their seats. Then they played music written specifically for broken instruments.

The concert was part of a project called *Symphony for a Broken Orchestra*. The damaged instruments had been sitting unused in the city's schools. In March 2015, *Symphony for a Broken Orchestra* was created to give the instruments a second chance to live. The goal is to get the entire city of Philadelphia to care about these broken instruments. With the money raised, they can be repaired. So far, these efforts have raised more than \$250,000. That's enough to cover the cost of 800 repairs.

ЗАДАНИЕ 5

The American Museum of Natural History is one of the most popular museums in the United States. Located in New York City, it was founded in 1869. Visitors from around the world go to see its vast collection of dinosaur fossils and explore the solar system in its planetarium. This year, the museum marked its 150th anniversary. Now, construction has begun on its new education centre.

The Centre will be home to several innovative exhibits. One will be called the Collections Core. It will display 4 million scientific specimens.

The Insectarium will be dedicated to insects. The Butterfly Vivarium will house living butterflies. The Centre will feature classrooms, a library, and an immersive theatre to help visitors imagine scientific ideas. The Centre will allow The Museum to better serve young visitors. The museum will become a place of joy and exploration for children around the world.

ЗАДАНИЕ 6

The giraffe may soon join the lion and elephant on the endangered species list. In April, Wildlife Service said it would consider putting it there. Designating giraffes as endangered would restrict people from bringing the animals into the United States. It would also set aside federal money. This would be used for conservation efforts. Giraffes capture our imaginations from childhood on, but many people don't realize how few are left in the wild. Giraffes currently live in 21 African countries. They have been wiped out in at least seven others. Conservationists say habitat loss and poaching are major threats. Since 1985, giraffe populations have decreased by 40%. There are only about 68,000 adult giraffes left. That's less than a quarter of the African elephant population.

ЗАДАНИЕ 7

Nature is in more trouble now than ever before in human history. More than 1 million species are on the brink of extinction. And species loss is happening hundreds of times faster than it did in the past. All of that is according to a new report from the United Nations. It is the first U.N. report to take an in-depth look at the health of the Earth's plant and animal species.

The report was compiled by more than 450 researchers. They used 15,000 scientific and government studies to create it. A summary was released today, and the full 1,500-page report will be released later this year.

According to the report, the greatest threat to plants and animals is habitat loss. This happens when humans use land and water for purposes such as farming, fishing, and building cities. Three-quarters of Earth's land-based environment has been significantly altered by human actions.

ЗАДАНИЕ 8

Each weekday, more than 30 million students eat meals served in school cafeterias in the United States. And when lunch period is over, they fill the trash cans with uneaten food. Half-eaten apples, chicken tenders, and turkey sandwiches come at a cost. That's why

schools across the U.S. are trying to reduce the amount of food that gets thrown away. About \$1.2 billion worth of school food is wasted every school year. Wasted food is money. It's also a missed opportunity to feed hungry people. And it's bad for the environment: farming, packaging, and transporting food produces greenhouse gas emissions, which pollute the air. Plus, food packaging often ends up in a landfill. Schools have developed strategies to cut back on waste. Since students are often hungrier after active play, scheduling lunch after recess can reduce the amount of food that's wasted by 30%.

ЗАДАНИЕ 9

Monarch butterfly populations in California reached a historic low in 2018, according to a new count. It estimates that the number of monarchs dropped 86% from 2017. Experts say monarchs are in danger of extinction in the next several decades if nothing is done to save the species. Each year, environmental groups count monarch butterflies in California. They do so at 97 sites across the state. Last year, they counted fewer than 30,000 butterflies. 2018 was a tough year to be a monarch butterfly in the West. Weather conditions may be one reason for the drop in numbers. But other factors could also be at play. These include habitat loss and pesticides. Climate change could also be making an impact. What people can and should be working on is addressing and reversing widespread habitat loss and pesticide use throughout the monarch's range.

ЗАДАНИЕ 10

Thirty years ago, there were some 2 million king penguins on France's remote island of Ile aux Cochons. It is located in the Indian Ocean, between Africa and Antarctica. But satellite pictures show that the population has almost entirely disappeared. A recent study published in the journal *Antarctic Science* estimates that only 200,000 of the penguins are left. The reason for the decline is unknown. Scientists say disease could be a factor. Another reason could be overcrowding. King penguins relocate when they can no longer compete for food. But an even more alarming trend may be playing a part: climate change. Penguins like to hunt and fish in icy waters. But as air temperatures get warmer, so do the oceans. The penguins have to swim farther away from the island to reach cold water.

2 Условный диалог-расспрос

Умение задавать вопросы является важным при изучении английского языка. Как правило, школьники допускают многочисленные ошибки при образовании вопросов, что связано с недостаточным знанием моделей (порядка слов) вопросительных предложений разных типов, а также с затруднениями при использовании вспомогательных глаголов в разных грамматических временах.

Успешность выполнения задания 2 устной части ЕГЭ по английскому языку зависит от уровня сформированности умения задавать вопросы, понимания вопросительного порядка слов и знания требуемых вспомогательных глаголов в конкретном вопросе.

Составной частью умения задавать вопросы является правильное использование вспомогательных глаголов, которые должны соответствовать временному плану предложения. Школьники допускают различные ошибки, неправильно употребляя вспомогательный глагол (например, вместо *do* употребляется *is*, а вместо *did* употребляется *was* и т. п.).

Для того чтобы задавать вопросы грамматически правильно, нужно разграничивать глаголы, которые ставятся на первое место в общих вопросах, и глаголы, которые требуют вспомогательных (*do/ does/did*).

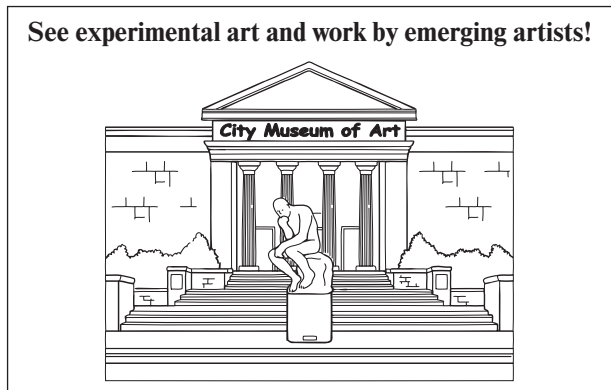
К первой группе относятся глаголы *am, is, are, was, were, can, could, must, may, will, shall, would, have/ has* при употреблении с *got* и в Present Perfect и Present Perfect Continuous, *had* (Past Perfect и Past Perfect Continuous).

Ко второй группе относятся все остальные глаголы: они требуют употребления вспомогательных глаголов *do/ does* (Present Simple), *did* (Past Simple).

Будьте внимательны: вопрос, начинающийся с вежливого оборота *Could you tell me ...?*, принимается экспертом, только если за ним следует полный косвенный вопрос с соответствующим порядком слов, т. е. *Could you tell me where the hotel is situated?* Если в придаточном предложении используется вопросительный порядок слов — это грамматическая ошибка. Формулировки типа *Could you tell me the address?* являются просьбами, а не вопросами, поэтому они будут рассматриваться как ошибочные. Наша рекомендация — не использовать вопросы, начинающиеся с *Could you tell me...*

ЗАДАНИЕ 11

Study this advertisement.



You are considering going to the museum and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) location
- 2) number of expositions
- 3) opening hours
- 4) ticket price
- 5) events for children

You have 20 seconds to ask each question.

ЗАДАНИЕ 12

Study this advertisement.



You are considering visiting the pet store and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

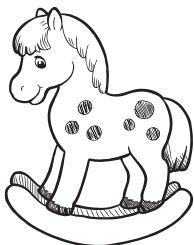
- 1) delivery
- 2) location
- 3) services
- 4) pet food
- 5) if dog treats are sold

You have 20 seconds to ask each question.

ЗАДАНИЕ 13

Study this advertisement.

Welcome to The Creative Toy Shop!



You are considering buying a toy for your little cousin and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) types of toys
- 2) location
- 3) transportation
- 4) if free play activities are organized
- 5) terms a refund can be made

You have 20 seconds to ask each question.

ЗАДАНИЕ 14

Study this advertisement.



You are considering joining the dancing school and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) school year tuition
 - 2) price of an individual class
 - 3) facilities for dancing
 - 4) class schedule
 - 5) classes for beginners
- You have 20 seconds to ask each question.**

ЗАДАНИЕ 15

Study this advertisement.



You are considering ordering a bouquet of flowers and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) location
 - 2) flower types
 - 3) special ordering
 - 4) price of a dozen standard roses
 - 5) additional charge for delivery
- You have 20 seconds to ask each question.**

ЗАДАНИЕ 16

Study this advertisement.



You are considering joining the sports club and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) facilities
 - 2) group fitness classes
 - 3) personal training hours
 - 4) number of membership options
 - 5) footwear required
- You have 20 seconds to ask each question.**

ЗАДАНИЕ 17

Study this advertisement.



You are considering visiting the shop and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) location
- 2) forms of payment accepted
- 3) discount offers
- 4) terms of delivery
- 5) gift cards

You have 20 seconds to ask each question.

ЗАДАНИЕ 18

Study this advertisement.



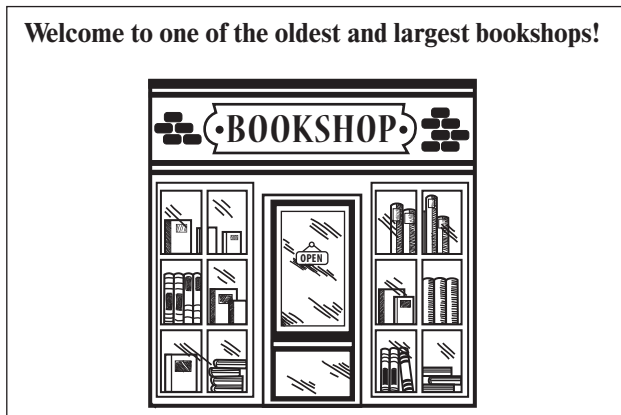
You are considering going to the cinema and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) location
- 2) seat selection
- 3) booking fee
- 4) showtimes for Sunday
- 5) ticket price for one adult

You have 20 seconds to ask each question.

ЗАДАНИЕ 19

Study this advertisement.



You are considering going to the bookshop and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) opening hours
- 2) upcoming events
- 3) literary genres
- 4) discounts
- 5) new book arrivals

You have 20 seconds to ask each question.

ЗАДАНИЕ 20

Study this advertisement.



You are considering visiting the restaurant and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) reservation
- 2) hours of operation
- 3) price of a set menu
- 4) vegetarian options
- 5) dress code

You have 20 seconds to ask each question.

ЗАДАНИЕ 21

Study this advertisement.



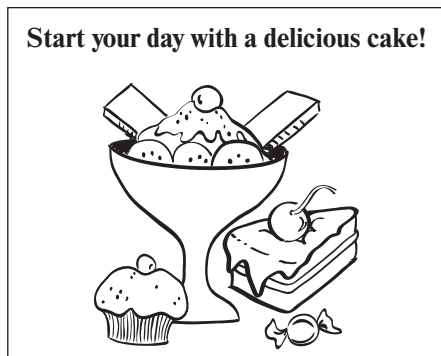
You are considering travelling to Brighton and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) departs and returns dates
- 2) accommodation
- 3) spa services available
- 4) nearby attractions
- 5) bike rentals

You have 20 seconds to ask each question.

ЗАДАНИЕ 22

Study this advertisement.



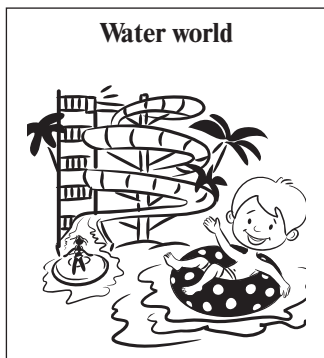
You are considering buying a cake and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) if pre-cut portions of cakes are available
- 2) delivery options
- 3) ingredients
- 4) flavours
- 5) sugar free muffins

You have 20 seconds to ask each question.

ЗАДАНИЕ 23

Study this advertisement.



You are considering visiting the water park and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) days of operation
 - 2) working hours
 - 3) number of attractions
 - 4) if season passes are available
 - 5) if pets are permitted inside the park
- You have 20 seconds to ask each question.**

ЗАДАНИЕ 24

Study this advertisement.

**Perfect portability for home, work, travel, gaming, browsing,
or all-around versatility**



You are considering buying a laptop and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) price
- 2) operation system
- 3) screen size
- 4) battery life
- 5) laptop dimensions

You have 20 seconds to ask each question.

ЗАДАНИЕ 25

Study this advertisement.



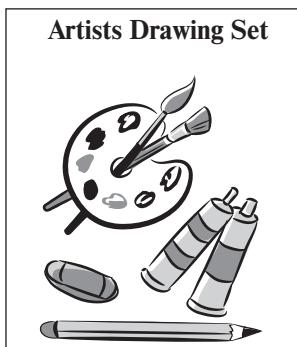
You are considering doing the shopping in the supermarket and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) location
- 2) working hours
- 3) delivery options
- 4) if nutritional information is provided
- 5) transportation

You have 20 seconds to ask each question.

ЗАДАНИЕ 26

Study this advertisement.



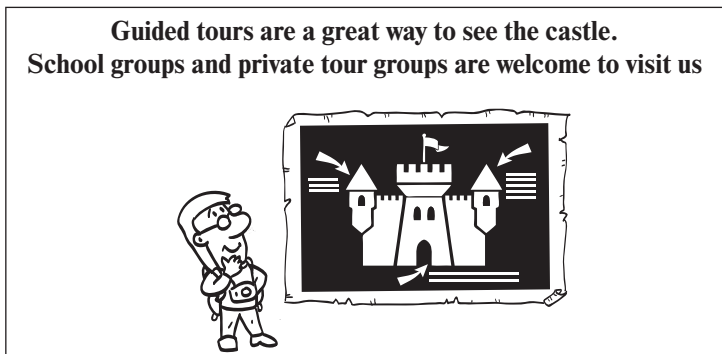
You are considering buying the drawing set and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) price
- 2) number of pieces
- 3) packaging
- 4) variety of colours
- 5) types of tools

You have 20 seconds to ask each question.

ЗАДАНИЕ 27

Study this advertisement.



You are considering visiting the castle and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) languages available
- 2) online booking service
- 3) full price for a group of 5
- 4) group discounts
- 5) meeting point

You have 20 seconds to ask each question.

ЗАДАНИЕ 28

Study this advertisement.



You are considering buying a new mobile phone and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) weight
- 2) price
- 3) period of replacement
- 4) handset, adapter and USB cable to go with the mobile phone
- 5) camera features

You have 20 seconds to ask each question.

ЗАДАНИЕ 29

Study this advertisement.



You are considering staying at the hotel and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) price of a single room per night
- 2) parking
- 3) hotel facilities
- 4) location
- 5) swimming pool

You have 20 seconds to ask each question.

ЗАДАНИЕ 30

Study this advertisement.



You are considering attending the language school and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) location
- 2) price
- 3) group holiday programmes
- 4) if the schools have certified teachers
- 5) variety of courses

You have 20 seconds to ask each question.

3 Описание фотографии

В ходе ответа на задание 3 устной части ЕГЭ по английскому языку максимальное количество баллов, которое может получить ученик, — 7. Используются следующие критерии оценивания:

- решение коммуникативной задачи (содержание); *максимальное количество баллов по данному критерию — 3;*
- организация высказывания; *максимальное количество баллов по данному критерию — 2;*
- языковое оформление высказывания; *максимальное количество баллов по данному критерию — 2.*

Пункты плана	Рекомендации и комментарии	Предлагаемые варианты
Вступление	Вступление — обязательная часть при выполнении задания. Оно должно быть кратким. Начиная описание, вы можете <ul style="list-style-type: none"> — упомянуть, почему вы храните фотографии в альбоме; — указать на своё увлечение фотографией; — ввести тему фотографии. Далее можно предложить собеседнику посмотреть фото.	<i>There are a lot of photos in my album but I'd like to show you this photo. It's great!</i> <i>It's great to look through my album and recall wonderful memories. Look at this photo!</i> <i>I've got a lot of photos in my album and almost all of them are wonderful. Today I'd like to show you this one. Look at it.</i>
<i>Speak about where and when the photo was taken</i>	При ответе на данный вопрос используйте <i>Past Simple</i> . Обратите внимание на то, что вам следует указать период времени. Не забывайте о правильном использовании фраз-указателей	

Пункты плана	Рекомендации и комментарии	Предлагаемые варианты
	<p><i>Past Simple: last month/ summer/ year и т. п.; some weeks ago/ a year ago и т. п.</i></p> <p>Не забывайте, что в соответствии с первым критерием оценивания каждый пункт плана должен содержать в среднем не менее трёх фраз. При ответе можно НЕМНОГО пофантазировать. Например, вы можете рассказать о пребывании на даче, посещении музея, путешествии и т. п.</p>	<p><i>This photo was taken [WHERE] ... which my parents and I were visiting when we were in St Petersburg. It was [WHEN]</i></p> <p><i>... during my winter holidays.</i></p> <p><i>This photo was taken [WHERE] ... where my friends and I were preparing for our school athletic competitions. It was [WHEN]... after school.</i></p>
<p><i>Speak about what/ who is in the photo</i></p>	<p>Ответ на данный вопрос вы можете начать с фразы In the photo you can see ...</p> <p>Обратите внимание на то, что вам нужно не только перечислить, кто и что изображены на фото, но и дать их описание. Это может быть описание внешности, одежды, предметов или окружающей обстановки. При описании нужно касаться как основных, так и второстепенных деталей.</p> <p>В то же время важно не затянуть описание, так как</p>	<p>— <i>talk about the place: The scenery is so wonderful.</i></p> <p>— <i>describe people's age: He is in his late fifties.</i></p> <p>— <i>describe people's appearance: He looks tired.</i></p> <p>— <i>describe people's clothes: He is wearing a leather jacket and warm trousers.</i></p> <p>— <i>describe people's roles: He is probably a driver.</i></p> <p>— <i>describe people's feelings: He seems sad/ happy/ afraid...</i></p>

Пункты плана	Рекомендации и комментарии	Предлагаемые варианты
	<p>время, отведённое на задание, ограничено. При составлении предложений для данного пункта плана вы можете использовать следующую структуру высказывания:</p> <ul style="list-style-type: none"> — указать, что изображено на переднем плане или указать основное изображение на фотографии; — кратко описать фон, задний план, второстепенные детали. <p>ВАЖНО не указывать действия, представленные на фотографии, — это цель следующего пункта плана.</p>	
<p><i>Speak about what is happening</i></p>	<p>При ответе на данный вопрос используйте Present Continuous. Постарайтесь детально описать действия людей на фото. Используйте наречия, которые обогащают речь. Для того чтобы при ответе на данный вопрос вы не ограничивались одним предложением, используйте следующие стратегии ответа:</p> <p>1) если на фотографии изображены несколько людей, опишите действия каждого;</p>	<p>Обратите внимание на то, что при описании действий на фотографии нужно использовать Present Continuous:</p> <p><i>am/ is/ are V+ing.</i></p> <p>Для описания происходящего вы можете указать основное действие, а потом подробно рассказать о том, какие эмоции испытывает человек, выразить его размышления, уточнить его чувства и т. п.</p>

Пункты плана	Рекомендации и комментарии	Предлагаемые варианты
	<p>2) человек выполняет несколько действий одновременно — это могут быть физические действия, умственные, эмоциональные и т. п.</p>	<p>Например, ОСНОВНОЕ ДЕЙСТВИЕ → <i>She is riding a bike.</i> СОПУТСТВУЮЩИЕ ДЕЙСТВИЯ → <i>She is admiring wonderful scenery and thinking about her studies.</i></p>
<p><i>Speak about why you keep the photo in your album</i></p>	<p>При объяснении причины, почему эта фотография хранится в альбоме, можно:</p> <ul style="list-style-type: none"> — показать важность воспоминаний для вас; — показать, что тема фотографии важна; — указать на изображённых на фотографии людей или животных или место и отметить на их роль в вашей жизни; — подчеркнуть собственное отношение к происходящему; — связать это с настоящим моментом и «посожалеть» о том, что забываемые впечатления остались в прошлом и т.п. <p>Ответ на данный вопрос может быть достаточно эмоциональным, используйте имена прилагательные, чтобы подчеркнуть роль фотографии для вас.</p>	<p><i>It was really one of those moments I want to remember forever. That's why I keep this photo in my album.</i></p> <p><i>I prefer spontaneous photos as they show our natural emotions and feelings. Now looking at it I remember our visit with great pleasure.</i></p> <p><i>This photo reflects our special feelings. Now it's really great to enjoy the memories of that wonderful moment.</i></p>

Пункты плана	Рекомендации и комментарии	Предлагаемые варианты
<p><i>Speak about why you decided to show the picture to your friend</i></p>	<p>Отвечая на данный вопрос, вы также должны выразить, каким образом ваш друг, которому вы представляете картинку, связан с её темой и/или идеей. Вы можете использовать следующие фразы →</p> <p>Данный пункт плана является выводом из предыдущих. Вы можете использовать следующие фразы →</p>	<p><i>I believe that you are fond of ...</i> <i>I guess that you are interested in ...</i> <i>I think that you take a great interest in ...</i></p> <p><i>I know that you are keen on ...</i> <i>So I decided to show you this photo.</i> <i>I thought you'd like it/ you would be surprised/ you would be excited/ the photo would interest you/ the picture would call/ draw your attention.</i></p>
<p>Заключение</p>	<p>В заключении вы можете выразить собственное отношение к запечатлённому на фото, дать общую характеристику его эмоционального тона, вы можете также обратиться к своему другу, которому описываете фотографию, и спрогнозировать его отношение к этой фотографии (<i>I hope you like the photo and ...</i>), пригласить его присоединиться к вам и т.п.</p>	<p><i>I enjoy my memories related to this photo and it's really the best one!</i> <i>It's really wonderful to remember wonderful moments of your life looking through the album.</i></p> <p><i>Well, it's really one of my favourite photos made during our journey!</i> <i>I hope you like the photo and you'll join us next week.</i></p>

ЗАДАНИЕ 31

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 32

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening

- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 33

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 34

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 35

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 36

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

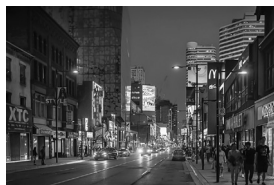
- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 37

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo

- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 38

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 39

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

ЗАДАНИЕ 40

These are photos from your photo album. Choose one photo to describe to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:

“I’ve chosen photo number...”

4 Сравнение двух фотографий

В ходе ответа на задание 4 устной части ЕГЭ по английскому языку максимальное количество баллов, которое может получить ученик, — 7. Используются такие же критерии оценивания, как и в задании 3:

- решение коммуникативной задачи (содержание); *максимальное количество баллов по данному критерию — 3;*
- организация высказывания; *максимальное количество баллов по данному критерию — 2;*
- языковое оформление высказывания; *максимальное количество баллов по данному критерию — 2.*

Пункты плана	Стратегии выполнения
<i>Вступление</i>	<p><i>Вступление должно быть кратким. Ниже мы предлагаем некоторые стратегии для начала высказывания:</i></p> <p>1) There are two photos in front of me and I'd like to compare and contrast them.</p> <p>2) I have two photos to describe and I'll try to find similarities and differences between them. Now look at them, please.</p> <p>3) Describing the photos I want to reveal contrasting details and determine similar features but first of all let's turn to their brief description.</p>
— give a brief description of the photos (action, location)	<p><i>При выполнении данной части задания мы предлагаем в качестве основы использовать следующие вопросы:</i></p> <p>Who/ what is shown in the first picture?</p> <p>Where is this situation/ activity/ event taking place?</p> <p>What is happening in the first picture?</p> <p>Who/ what is shown in the second picture?</p> <p>Where is this situation/ activity/ event taking place?</p> <p>What is happening in the second picture?</p>

Пункты плана	Стратегии выполнения
— say what the pictures have in common	<p><i>При выполнении данной части задания мы предлагаем в качестве основы использовать такие вопросы:</i></p> <p>What similarities do pictures have? How many details can you mention? What is the main similarity? Can the pictures be united by a common theme? What similar details are depicted?</p>
— say in what way the pictures are different	<p><i>При выполнении данной части задания мы предлагаем в качестве основы использовать следующие вопросы:</i></p> <p>How do the photos differ? What details shown in the pictures are different? How can you compare differences in the photos? What is the main difference?</p>
— say which of the activities presented in the pictures you'd prefer	<p><i>При подготовке к ответу на данный пункт плана необходимо обратить внимание на несколько ключевых моментов:</i></p> <p><i>1) ТЕМА, которая предлагается для демонстрации собственного отношения. Сравните:</i></p> <ul style="list-style-type: none"> — say which of the ACTIVITIES presented in the pictures you'd prefer — say which of the PLACES presented in the pictures you'd prefer to live in — say which of the SEASONS presented in the pictures you'd prefer — say which of the CELEBRATIONS presented in the pictures you'd prefer <p><i>2) ВРЕМЕННАЯ ОТНЕСЁННОСТЬ — предлагаемый вопрос может указывать на настоящее, прошедшее, будущее или желаемое действие.</i></p> <p><i>Сравните:</i></p> <ul style="list-style-type: none"> — say which of the activities presented in the pictures YOU PREFER

Пункты плана	Стратегии выполнения
	<p>— say which of the activities presented in the pictures YOU PREFERRED AS A CHILD</p> <p>— say which of the activities presented in the pictures YOU WILL PREFER</p> <p>— say which of the activities presented in the pictures YOU'D PREFER</p> <p><i>Основная стратегии выполнения:</i> State your preferences → Comment on them</p>
— explain why	<p><i>Основная стратегии выполнения:</i> Explain why → Comment it</p>
<i>Заключение</i>	<p><i>Вы можете использовать фразы, приведённые ниже:</i></p> <p>Let's have a final look at...</p> <p>It only remains for me to say...</p> <p>These pictures make me think about ...</p>

ЗАДАНИЕ 41

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different

- say which of the activities presented in the pictures you preferred as a child
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 42

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the activities presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 43

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the sports presented in the pictures you will prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 44

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the professional activities presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 45

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the types of exams presented in the pictures you prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 46

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

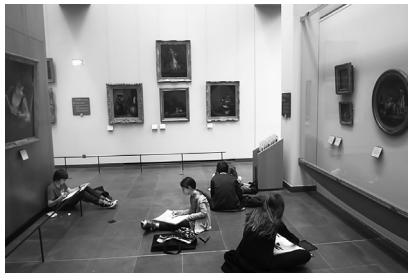
- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the means of transportation presented in the pictures you'd prefer for travelling

- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 47

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the hobbies presented in the pictures you preferred as a child
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 48

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the holidays presented in the pictures you preferred as a child
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 49

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the ways to learn new information presented in the pictures you prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ЗАДАНИЕ 50

Study the two photographs.



In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the types of holidays presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

1

Задание на понимание основного содержания прослушанного текста

ЗАДАНИЕ 1

Now we are ready to start.

The world has changed a lot, goodness, enormously. I mean thirty years ago I was still at school. I was ten years old. Life was a lot simpler then. All I had to think about was doing my homework, and enjoying my free time with friends. I think life was simpler for everybody then. We didn't have all this technology, and I think the pace of life was slower. At work, when someone sent a letter, it could take a week or two even before they would get a reply.

ЗАДАНИЕ 2

Now we are ready to start.

When purchasing something, I prefer a good old way of paying in cash. I'm not really familiar with cashless ways of payment. For me it's too complicated and I don't really trust big banking corporations. I've heard that they can trace all your expenses, and besides, I think that the safest place for my own funds is my pocket. Of course, somebody can disagree, but I get so nervous when I write my password as I am afraid of forgetting it.

ЗАДАНИЕ 3

Now we are ready to start.

Some students have a costly coffee dependency, and you can expect to spend as much as \$3 to \$4 on a coffee. If you buy coffee once or twice a day, in a month you can spend over \$150! Based on my experience buying ground coffee and milk, an Americano with milk only costs around 30 cents. If you make two 30-cent coffees per day, by the end of the year you could save nearly \$2,000!

ЗАДАНИЕ 4

Now we are ready to start.

I'm a bit of a romantic. So my favourite Shakespeare play has to be *Romeo and Juliet*. I've seen it at the theatre twice and it was also made into a film, which was very well done. I must admit though that I find the deaths of the two lovers at the end is just a bit too tragic to believe. But I think the language Shakespeare uses when he refers to love is really beautiful and I suppose that's why I like this play so much.

ЗАДАНИЕ 5

Now we are ready to start.

Walking is one of the easiest forms of fitness exercise. Once our heart is pumped up, it releases happy hormones and makes us feel better. To maximize the benefits of walking, I usually start my day with a walk outside. I've made this as my everyday morning routine. Aside from the benefits of walking, the fresh air and nice surroundings clear my mind and give me a fresh and better perspective.

ЗАДАНИЕ 6

Now we are ready to start.

I've got hundreds of books at home, most of which I haven't read yet, to be honest. And that's the problem. Time. When you're a kid there seems to be loads of time for reading, but it's not the same when you're an adult. The only time I have is on the train while going to work each morning. It's about a half an hour journey, so I always take a book with me. It's a nice start for the day. I'm usually too tired to read on the way home, though!

ЗАДАНИЕ 7

Now we are ready to start.

I've been using credit cards for quite a while. It comes handy when I run out of money. I have a certain limit on my card that I cannot exceed; but usually I don't use it much often. The reason why is that every time I forget to cover my credit statement, I receive a fine from my bank. You also have to pay a yearly fee in order to obtain a credit card. In other words, having

a credit card can become a hassle if you aren't very good at managing your own expenses.

ЗАДАНИЕ 8

Now we are ready to start.

Our life has changed a lot. I live in Beijing. So there has been a huge advancement of technology. So the city has grown huge. All the offices and high-rise buildings, lots of those weren't here thirty years ago. People from all over the world live in Beijing. There are more people with more money. People come from everywhere to see if they can get rich, and many of them do get rich. It's a real chance which is brought by modern life.

ЗАДАНИЕ 9

Now we are ready to start.

It is said that music is food for the soul. There's a whole truth to this popular saying as music puts us into calmness and ease. Whenever I am in a stressful situation, I listen to my favourite songs and I am surprised how it can turn things around. A crazy day at the office can lighten up if I have my favourite playlist playing in the background. My smartphone's playlist is full of happy songs to turn the bad day around

ЗАДАНИЕ 10

Now we are ready to start.

TV is viewed by millions of people daily. The information that people get from the TV allows them to stay informed about the world, and to draw conclusions about what is happening in the world. Television news is not coloured by political parties, like newspapers are, and if you don't like what you're watching, you can change that to another channel. That way, whatever people like the most, they are free to choose — and they don't even have to pay for it!

ЗАДАНИЕ 11

Now we are ready to start.

While you might think of them as vegetables, the fact is that an avocado is actually a fruit. Avocados are packed with vitamins, minerals, and... lots of fats. In fact, about 85% of the total calories in an avocado come from fat.

Now, before you give up on this delicious, green fruit, remember that avocados are extremely healthy — in moderation. But if you eat a lot of them, you're likely to start packing on the pounds. Even healthy fats can cause weight gain when over-consumed.

ЗАДАНИЕ 12

Now we are ready to start.

It's fun to play with a cute cat or dog at the store, where you don't have the responsibility of feeding them, grooming them, and caring for their overall welfare. Owning a pet is a huge responsibility. Most dogs need at least one daily walk and almost all animals will get lonely if you don't pay attention to them every day. So if your schedule doesn't allow you to devote enough time to play daily, you may want to wait until your lifestyle is less demanding.

ЗАДАНИЕ 13

Now we are ready to start.

We have hundreds of thousands of thoughts a day. We tune into some and ignore others. If you have something playing on your mind and address it with the right person. I find that as adults we often have 'go to words' to express how we are feeling. I used to say 'I'm fine' or 'I'm ok', when in fact I wasn't completely 'fine' or 'ok'. Well, may I suggest that you take a moment to selectively think it, believe it, and say it.

ЗАДАНИЕ 14

Now we are ready to start.

Different pets require different amounts of space. Before you choose a pet, consider if you have enough space for it to be comfortable. A nearby park or open public area can make up for living in a small apartment. Comfortable and appropriate spaces can be set aside in rooms like a kitchen, laundry room, or large hallway. Even large dogs, such as collies or retrievers, can live in smaller homes as long as they are looked after properly.

ЗАДАНИЕ 15

Now we are ready to start.

I remember reading an article called the 'The Art of Communication'. We have a tendency to think we are always right, right? Well, believe it or not, in life we have like-minded people and those with differing perspectives. The key is trying to understand where other people are coming from. But if you take the time to really tune into what other people are saying, along with gaining new knowledge, you may learn a multitude more about them than the actual words that are coming out of their mouths.

Задание 16

Now we are ready to start.

Yes, I do read quite a lot — books and magazines — but if you asked me what my favourite books are, I'd have to name books for kids! I've got two kids of my own, and once they've finished reading a book, they pass it on to me. Children's literature these days is just so good! Take *Harry Potter*, for example, it is much funnier. Of course, I read books for adults but I cannot say that I enjoy reading them as much as when I read stories for kids.

ЗАДАНИЕ 17

Now we are ready to start.

We all lead busy lives, darting from moment to moment and conversations to conversations sometimes without any acknowledgement of the part we play. So it is incredibly important to reasonably reflect on conversations with others. Consider what your body language, your mood, and your radiating energy tell others about you. I don't think you should use this process to overanalyze everything you do. However, I think it's important to be mindful of the 'you' that you present to others in any given situation.

Задание 18

Now we are ready to start.

Chances are, you probably already know whether you're allergic to certain pets. If not, make sure you spend some time with the animal you're considering — especially if you plan to keep your new pet inside. Some people find that their animal allergies are a lot worse with an indoor pet because its fur is more likely to get all over your things. Also, consider the important people in your life. If you live with a partner, family, or roommates, find out whether they're allergic before you get a pet.

ЗАДАНИЕ 19

Now we are ready to start.

Nowadays, people send e-mails, and they expect an instant response on the same day, or within an hour or two. That puts a lot of pressure on people. We say that technology has saved us time, but it just speeds things up, and we are expected to do so much more. It's non-stop. We always have mobile phones, tablets, or laptops with us. So we don't just turn off and relax. We need to keep in touch all day round. Of course, people become nervous and more stressed, but it is our lifestyle.

Задание 20

Now we are ready to start.

Recently I have seen a screen version of *King Lear*. The acting was perfect but the other issue disturbs me. I think how urgent it is in the modern world when people are able to do everything to get money. The king discovers too late that it is only the youngest daughter who really loved him. It shows us that we shouldn't always believe words but the person's deeds can vividly reflect the real intentions.

ЗАДАНИЕ 21

Now we are ready to start.

Speaker A

All around the world, plastic pollution is a serious problem. Have you thought about what happens when you “throw something away”? Usually, you put it into a garbage can or recycling bin, and then it is sent to a dump or a recycling plant. However, most plastic bags and containers end up as litter. They make a mess of our streets, parks, rivers, and oceans. They aren’t just messy, though. Plastic bags and containers are also dangerous and expensive to clean up.

Speaker B

Some people say we should just recycle plastic bags. But plastic breaks down very slowly. This means that there would be mountains of plastic bags that could last for 10 to 1,000 years. Another problem with plastic is that it is made from oil. There is a limited amount of oil, and oil is a valuable resource. One solution is to make stronger and longer-lasting reusable plastic bags. They won’t be thrown away and become litter. And because they are thicker, people can use the bags many times. Instead of using two plastic bags, people can use one reusable bag.

Speaker C

Some towns in the United States ban plastic bags altogether. Stores are not allowed to pack things in plastic bags, but they may allow shoppers to put vegetables, fruit, and meat into ecology friendly plastic bags. In addition, some stores pay shoppers five or 10 cents for every reusable bag they bring to the store. Some countries, such as Ireland, charge a tax of about 30 cents on plastic bags.

Speaker D

I was unhappy to read that our city is considering banning or charging a fee on plastic bags. These are hard times, and these fees will add up. Some people call plastic bags “single use” bags, but it’s not like that in my house. We use the bags to line the garbage cans and carry wet swimsuits. We take bags back to the store to be used a second or even a third time. When the bags are dirty or ripped, we use them for garbage.

Speaker E

Our class did some habitat restoration in the wetland near our school. It was pretty disgusting. We found garbage everywhere! Plastic bags were stuck in the bushes, and some were even sticking out of the mud. Take-

out food containers were all over, too. This is the animals' home! How would people feel if someone did that to their home? I didn't understand why we couldn't just throw the bags into the garbage or recycle them. I felt really bad.

Speaker F

In October last year, I was one of 60 children that took a field trip to the River Thames in London, England, to clean up part of the shore. Our field trip was part of Animal Action Week in England. At low tide, the bottom of the river has a colorful carpet of plastic bags. More than 250,000 bags have been removed from the river in the past 10 years. My classmates and I wanted to clean up the litter that harms the animals that live in the water.

ЗАДАНИЕ 22

Now we are ready to start.

Speaker A

Few people will ever climb Mount Everest, the highest point on Earth. But you know something about what climbers do to get ready for the climb and what they experience during it. How do you know this? You might also have seen a programme about Everest on television. Even though you may never climb Mount Everest, or track lions in Africa, television can help you see what it takes to do these things. Television can give you information on many topics. It can also tell you stories that make you laugh or relax.

Speaker B

Some kids spend so much time watching TV that they don't do much else. Scientists have found that TV viewing can harm kids, too. They studied brain patterns of people after they watched TV. They found that certain scenes and sounds can make the brain active. This activity can last long after the programme is over. This brain activity can make it hard for kids to sleep. Violence on television can affect kids, too. Still kids become afraid of the world around them because of the violence they see on television.

Speaker C

Educational programmes are special as they try to teach people by showing what they try to teach on television? Books about volcanos can teach the reader facts about volcanos. But educational programmes can help bring volcanoes to life by showing how powerful and dangerous they are when they erupt. There are also educational programmes that show

students how things were in the past. Seeing how people dressed and how people talked to each other helps students better understand what it was like to live in ancient Egypt.

Speaker D

I don't like the idea of a "No TV Week." I know that the goal of "No TV Week" is for families to find other things to do besides watching television. But I feel the ban is also saying that no television is best, and I just don't feel that is true. I think "No TV Week" is a good idea to help kids who watch a lot of TV. I also don't think it's fair to take away a parent's or a kid's choices. Free time should mean a person is free to choose what he or she wants to do.

Speaker E

People in many countries are talking how much television children should watch. There are some people who don't believe kids should watch television at all. Others want to limit how much time children spend in front of any kind of screen. That includes TVs, movies, games, phones, and computers. A group of doctors in Canada thinks that children under 2 should spend little time in front of any screen. They say that "less is best." Instead, they think children learn best by playing, having hobbies, and making up their own games.

Speaker F

It's important to do what we can to protect our kids from certain things they see on TV, but even with our best efforts, we won't be able to protect them from all of it. What we can do though, is empower them. We can influence the messages or the information they take in, or the way they make sense of what they see. By speaking with them about what is represented on TV, we can start to have a powerful influence.

ЗАДАНИЕ 23

Now we are ready to start.

Speaker A

Backpacks are a convenient way to carry lots of stuff. Your hands are free! Since backpacks zip shut, things don't fall out. Having pockets helps to keep items organized. Since backpacks are so handy, kids just keep adding more to them. Backpacks can quickly become very heavy, especially for school kids who are not yet fully grown. Parents, doctors, and teachers are

concerned about students carrying heavy backpacks. One big reason for heavy backpacks is the weight of textbooks. Even 3 pounds per book is a lot when students carry several textbooks in their backpacks.

Speaker B

People carrying heavy backpacks tend to bend over when they stand or walk. Their backs are curved forward and their shoulders are up near their ears. This is poor posture. Poor posture is okay if it happens once in a while. But some children are carrying heavy backpacks every school day. Doctors are starting to see children whose backs are arched forward even when they don't have their backpacks on. This kind of poor posture can shift bones in the spine and, over time, cause back pain.

Speaker C

To me, the real problem is the amount of stuff we have to carry to and from school. Can anything be done to lessen the number of books or things students take to school? One alternative is for books to be "on computers" as e-books. But not all students have computers or access to the Internet at home. Some schools offer laptops or electronic tablets that students can take home but these schools are still quite rare. In the future, perhaps all students will have access to laptops or electronic tablets; but in the short run it does not solve the problem.

Speaker D

A simple alternative for students is to roll their backpacks rather than carry them. Rolling backpacks are like suitcases people use when they travel. Since rolling backpacks stand upright, they also would take up less space in classrooms. So rolling backpacks may seem like an obvious solution. At the same time, some schools ban rolling backpacks because they can be a tripping hazard in crowded hallways, and they can be hard to use on stairs and when navigating the school bus. Also, the child's locker may not be big enough to fit a rolling backpack.

Speaker E

Schools are also exploring ways to lessen the number of textbooks students need for homework. Some schools have two sets of textbooks, one for students to use at home and one for the classroom. But few schools have the money for a second set of textbooks. Other schools are looking at different forms of homework. One idea is to give homework that does not use a textbook. Still other schools set aside time for students to do their homework at school.

Speaker F

According to experts, the best kind of backpack is one worn on the back with two straps. The straps should be thick and padded since thick padded straps won't dig into the skin and muscle like thin, narrow straps. Backpacks with only one strap or backpacks worn with only one strap tend to raise one shoulder and lower the other shoulder. Uneven shoulders can cause neck and shoulder pain. Besides, a backpack and its contents should weigh no more than one tenth of the wearer's weight.

ЗАДАНИЕ 24

Now we are ready to start.

Speaker A

Have you ever had a dog? Welcome to John Grogan's world. He's the author of *Marley and Me*, and also the owner of Marley, the lab puppy who grew to a 95-pound member of his family. Marley can be very difficult and frustrating, though, and this is the main conflict in the book: Should the Grogans get rid of their dog because of his sometimes destructive behaviour? This question lingers throughout and makes you want to keep reading.

Speaker B

When I read this book, I was pleasantly surprised by how good it is. Though it does have some boring parts, the majority is great. *Every Second Counts* talks about what happened to Lance Armstrong from 1999, after he won his first Tour de France. It also describes Armstrong's experience with cancer and sports-related injuries. I've learned a lot from reading this book, including, "if you make a mistake, all you can do is learn from it." That piece of advice is shared many times in the book, and is totally true.

Speaker C

A Brief History of Time is worth reading, especially for those who love science, space, physics, and the universe. After reading it, you will know a great deal about the universe and our place in it. About half of Hawking's text is clearly expository and rather hard to digest, which must be why he added pictures to newer editions - there's at least one illustration on almost every page. Some of the more "abstract" things are hard to imagine, so the pictures help you understand, which is great for visual learners.

Speaker D

Never Change by Elizabeth Berg really surprised me. I was skeptical at first, but after a few pages, it got me. I definitely enjoyed reading this novel and witnessing the wonderful relationship that develops between Myra and Chip. Berg knows how to use humour and irony to make a scene stick in readers' minds. There's nothing I didn't like about the novel. So if you want to find out why the life of a nurse is not boring at all, I recommend *Never Change*. You won't waste your time.

Speaker E

Sean Covey has followed in his famous father's footsteps and written the definitive success guide for teens, *The 7 Habits of Highly Effective Teens*. Today's teens are busier and more stressed than ever before. With school, hours of homework, athletics, jobs, clubs, helping at home and more, we barely have time to breathe. *The 7 Habits* serves as a guide for teens to improve their self-image, build friendships, resist peer pressure, and achieve goals.

Speaker F

The best-selling author Thomas L. Friedman discusses life, business, and government in his *The World is Flat*. Humans are all "lions" or "gazelles" racing for survival in a new era of globalization, according to Friedman. Cheap, high-speed communications are levelling the playing field between wealthy and developing countries, and in this flat world, only the fittest will survive. Friedman explores the economic and social implications of an interconnected global economy. This intriguing and well-researched book both entertains and challenges with its description of a new world that operates at lightning speed.

ЗАДАНИЕ 25

Now we are ready to start.

Speaker A

In most cases, technology does not help with memory. Think about it. When was the last time you had to remember someone's phone number, or an address that wasn't yours? Although some believe that technology assists to help improve our memory, it is actually true that technology has a negative effect on your memory because of the continuous flow of information coming into your brain and replacing the already known information you have. Multiple studies and experiments have been conducted to prove this fact.

Speaker B

Right now, we're using technology every single day. We can play games, listen to music, watch videos, and text our friends. But we are reducing the distance between us and the family, diminishing our vision. According to the Vision Council of America, approximately 75% of adults use some sort of vision correction. About 64% of them wear eyeglasses, and about 11% wear contact lenses, either exclusively, or with glasses. Over half of all women and about 42% of men wear glasses. If you're thinking about it, that's actually a really huge number. But this is only in the United States. What about the other countries?

Speaker C

Technology makes us become more and more lazy each day. Most kids nowadays don't want to play outside or even do anything that involves being active. Instead of going outside or just doing something active people just sit still, using technology, and by doing so, the technology affects people's health as they can become obese or may even adapt spine issues, blemishes, it can, cause muscle tension or irritate current conditions like tendonitis, strain the eyes and even be the cause of headaches. We need to reduce our time before it really impacts our health.

Speaker D

Advancements in technology over the years have given us the ability to communicate like never before. Take the cell phone for example. If you need to talk to someone urgently but you are nowhere near them, you can make a quick call and talk to them just like that. Or if they can't talk or don't pick up, then you can shoot them a text, arriving at their phone within seconds. Technology does not only allow verbal interaction like with the cell phone, but it can also encourage face-to-face interactions.

Speaker E

Modern technology has evolved significantly in the last ten to twenty years. When computers first came out, they were the size of one room. Now we can travel with them in our backpacks. It's hard to believe that Facebook was founded less than 10 years ago. According to statistics, there are 680,000,000 Facebook users on mobile devices alone and Facebook report over 1.1 billion users in total. Twitter has become increasingly more popular with 190 million unique visitors each month and 550 million accounts.

Speaker F

Technology's original purpose was to simplify life by making things simpler to perform and make life more convenient for us. However, has this

aspect actually survived the rapid advancement of technology and the evolution of what people use it for? I think not. Instead, I feel that technology is dividing us rather than uniting us, as it has largely replaced interpersonal communication, it is an increasingly attractive tool which people often use. Thus it reduces time and inclination towards bonding with others.

ЗАДАНИЕ 26

Now we are ready to start.

Speaker A

Sitting and watching someone dance, it looks so easy, as if it comes so naturally, as if there is no hard work involved. The performance really is just the end result. Does the audience think about what it takes to get to that point? How much training and sweat there is? Truthfully, dance is hard working. It has the same requirements as other major sports, it has many health benefits and it has also been tied to higher test scores and better academic performance.

Speaker B

Dancing has been an important part of my life for more than eight years. Over the years, dance has helped me to grow in different ways. From it I have learned that hard work really does pay off. I learned that discipline and self-control are not only a vital part of dancing, but a necessary part of life. Also, I have recognized that motivation and perseverance are keys to success. What matters is not who wins in the beginning, but who is still on her feet in the end. Perhaps the most important lesson dance has taught me is responsibility.

Speaker C

The teacher who has inspired me and helped me is my dance teacher. She inspired me to be myself. She gave me the choice and chance to be myself, and I thank her for that. She expected a lot from me, and when she first started teaching me, I was rather shocked and sometimes angry. But she didn't give up; she gently and firmly pushed me to do more. She believed that I could do more. She usually told me, "You have no idea what you're capable of until you try."

Speaker D

As a dancer, I can tell you exactly how dangerous and painful it is. Flexibility is a small part of the pain a dancer encounters. I know people who dance on broken toes and torn calf muscles. You also have to have an

extreme amount of coordination to dance around people. You constantly risk running into someone. Eight-hour rehearsals are regular for nonprofessionals, not to mention professionals who do twelve-hour days six days a week. Yet, we smile through the pain to give an incredible performance.

Speaker E

Ballet is such a unique art form. You can say things through dance that you could never express in words, and ballet has the ability to touch people on a deep, abstract level. In some ways, ballet is more popular now than ever. A lot of people find it more and more attractive. Everything today is so fast-paced and technologically overloaded — people are constantly staring into computers or their phone screens for entertainment. But going to the theater to see a ballet is unique in that it's completely live. It's a real and tangible meditation.

Speaker F

Dancing classes are a great way to improve your fitness levels and are a great mood enhancer. When I am next feeling a bit low I always head to a dancing class. Dancing can be a way to stay fit for people of all ages, shapes, and sizes. It has a wide range of physical and mental benefits. For example, it improves condition of the heart and lungs, increases muscular strength, endurance, and motor fitness. Besides, it makes my bones stronger. It improves psychological well-being, self-confidence and self-esteem, and social skills.

ЗАДАНИЕ 27

Now we are ready to start.

Speaker A

One thing I love about basketball is that people have many different styles of play. There are styles such as a passer, playmaker, shooter, defensive player, and dunker or highflyer. When you play basketball you feel much more confident and it makes you not care much about how others think about you. When I possess the ball in basketball I have the mentality of being the best and no one could stop me. Many people have creative ideas and find new ways to trick the opposing players.

Speaker B

I have played soccer for twelve years, and I have had all the injuries I can take. The list of injuries from my soccer teams read like an emergency

room — a broken leg, a broken nose, dislocated shoulder, twisted ankles, and the list goes on. Not to mention the normal cuts, fat lips, bruised ribs, and cleat-scarred legs. Some of the injuries are the result of players breaking the rules, but the referees let many calls go, and as far as the coaches and players are concerned it is just good, hard-nosed soccer.

Speaker C

There are two main ways to water ski, normal skiing and slalom skiing. Slalom skiing is when you drop one of the two skis that you normally use. There is a spare binding on one of the skis and you put one of your feet in this binding. There are many tournaments for skiing including ones for tricks, speed, and to see who can stay without falling for the longest period of time. Skiing is widely considered to be the middle in difficulty between skiing, knee boarding, and wakeboarding.

Speaker D

Did you ever play when you were a kid? Did you like sports when you were a kid? Did you benefit from sports? Sports benefit children because they become healthier and stronger. A reason for benefit is that participants have the opportunity to develop their skills. In addition, they remain active throughout their lives. Another benefit is kids who play sports learn discipline and scheduling. The last reason is self-esteem. Children learn the importance to teamwork and develop a sense of responsibility to a group.

Speaker E

We've all heard about professional athletes having superstitions. They touch upon the clothes they wear or something they must do during the game. For example, Tiger Woods, a pro golfer, always wears a red shirt on Sundays, Jason Terry, an NBA player, sleeps in the opposing team's shorts the night before a game, and Michael Jordan, a former NBA player, wears his blue North Carolina shorts under his Bull's basketball shorts. Whether superstitions actually bring good luck or not, many athletes depend on them to help their performance.

Speaker F

I don't play a team sport because I don't enjoy the mandatory practices and I don't enjoy the stressful competition. I do, however, love to improve physically by exercising. I love to jog. I love to compete with myself instead of other people. When I jog, I can feel my legs pounding against the soles of my shoes and the stress on my muscles. These thoughts make me feel like a machine that can continue forever and not get tired, even though I do.

ЗАДАНИЕ 28

Now we are ready to start.

Speaker A

Nowadays people have to hurry a lot. They work quickly, play quickly, speak quickly — all while multi-tasking. They drive in the fast lane and eat fast food. They text instead of talk, pursue quantity instead of quality, and swallow life whole instead of taking the time to savour it. 20 years ago life was simpler and slower. People didn't depend of technologies and enjoyed the life. Unfortunately, the world has changed a lot and it has its consequences. Our relationships suffer. And our health, both mental and physical, suffers.

Speaker B

Modern life and technology have created amazing tools and resources. Most people own PC computers, tablets, and smartphones to communicate easily across different platforms. In the past, you had to write a letter to communicate with someone. The letter could even take days before it was delivered. However, there is no such phenomenon today—science and technology have made sure of this. All you have to do if you want to communicate with someone in society today is to send them a message on social media or put a call through.

Speaker C

The world is getting better in many ways. I think if we look at living conditions across the world, obviously there are still millions of people living in terrible poverty, the situation is getting better. People have better access to food and medicine, and education. So, a lot of things are improving. Medicine is improving so people live longer, and we can fight infectious diseases. It means that new advances in medicine, education and other areas of our life improve not only our conditions, but at the same time, we are changing, too.

Speaker D

Life is extremely stressful today. People have become extremely competitive in every aspect which is always cited as a major reason for stress. People have too many desires to fulfil, too many problems to worry about, too much responsibility, too many commitments, too many options to choose from, too many expectations from your loved ones. It is very difficult to juggle between the vast variety of options and it is very easy to lose your focus in the process.

Speaker E

I think in a lot of places out in the countryside, things haven't changed that much. Life is quite similar to how it was before, for farmers and their families. I suppose they have more technology now. They have mobile phones, and televisions, and the Internet, so they know a lot more about the world. They used to have just a radio. That's much easier now, but in common they should do the same things as former generations.

Speaker F

People's lives have been improved because of technology, so life is easier now than it was before. But in some ways, the world is getting worse. War, for example, is the biggest problem and weapons are becoming even more dangerous. Besides, the environment is definitely suffering, as we are polluting more. And I think also, socially, things are getting worse, because people are less social now, than before. They spend more time on their own, with computers and computer games, and less time talking to others. I think that is a great shame.

ЗАДАНИЕ 29

Now we are ready to start.

Speaker A

You can save a serious amount of money by changing the way you travel, especially locally. Walk, bike, or take public transportation to the places you need to go more often when the weather is nice. Carpooling is a great option, too. I used to carpool with a buddy of mine to work — we would each have one week on and one week off, which resulted in significant fuel savings that I was able to put toward other expenses.

Speaker B

Textbooks can have a very high price tag. When I was a student, I remember books costing up to \$100. With multiple classes and most classes assigning at least five books per semester, it was easy to spend at least \$500 on books alone in a semester, or \$1,000 per academic year. Buying used textbooks is one way to save. In my experience, they cost about half the price of new books.

Speaker C

Even though I don't buy coffee every day, I've found some ways to help save money on my coffee habit. The bottom line is that buying coffee every

day can get really expensive. I'm not saying you should necessarily give up your coffee addiction entirely, but changing up your daily habit might be a good place to start if you're trying to save some money. One of the best ways to do it is by brewing your own cup at home.

Speaker D

Check if your university offers free movie screenings, concerts, instead of paying big bucks to go to ticketed events. You'll be surprised how much you can do for free with just a student ID. I also use my college library, not just for studying but for entertainment options. I take advantage of newspapers, magazines, and movies that the library offers me to checkout, all completely free.

Speaker E

Meal planning can help you to save hundreds on your grocery bills. Not only is it fairly easy to do, but it can also save you time in the grocery store as well. As I said, I find the grocery store very stressful since I usually have my twin toddlers with me. If I have a nice, organized list, I can often get in and out of the grocery store quickly, provided a kid doesn't knock over an entire display of cookies.

Speaker F

Phone service plans are an almost inescapable part of modern society. Every few years, we must choose a new service plan to invest in. It's a modern necessity. Don't just sign onto the first provider. You should check out a wide variety of plans before signing up. For example, I consider my usage habits. I don't automatically sign up for the cheapest plan not knowing how much data I use each month.

ЗАДАНИЕ 30

Now we are ready to start.

Speaker A

If you want to become healthier, start small by either giving something up, like late night snacks that make you feel bloated or adding something to your life. For me, I started making green smoothies in the morning and taking a multivitamin every day with lunch. If you're feeling overwhelmed, start small and choose something to give up, like eating until you feel bloated or soda and adding something to your routine, like taking vitamins or going for evening walks.

Speaker B

Often, we are told in the fitness world that we should hop on the latest trends since “everyone else loves it!” but if it doesn’t resonate with you personally — that’s okay. Right now, I love running but the thought of doing yoga doesn’t excite me right now and that’s okay — not every activity is right for you, and it may not be right at this moment. I’ve found something that gets me interested and I’ll be able to overcome the difficulties in enthusiasm.

Speaker C

When you are motivated it feels like there is no obstacle too big for you to overcome. A funny thing happens when you are motivated to develop new habits. Once they become habits, it’s easier to stick with them even when you don’t feel motivated to do so. For example, getting up early while the rest of the world is still asleep is something that many successful people do. They start the day on their own terms to exercising, and setting their own priorities for the day.

Speaker D

Next time you pour yourself a big glass of juice, think about this: a 16-ounce bottle of orange or apple juice has the same amount of carbs as five slices of bread. That’s because many juice brands contain more flavoured sugar water than actual fruit juice. Some leading juice brands don’t contain any fruit. Needless to say, you’re much better off eating your daily servings of fruit than trying to drink them. Otherwise, you might as well wash down that healthy breakfast with a can of soda.

Speaker E

It’s always advised to include lots of fresh and healthy fruit into your diet as they are packed with nutrients and amazing health benefits. However, people do need to keep an eye on which fruit they eat, as well as how much because some kinds of fruits are very high in sugar and calories. If taken in moderation, fruit is good for us because they contain vitamins. However, it may contain a lot of calories and carbohydrates.

Speaker F

I want to buy a standing desk. There are some reasons to do it. When you are sitting, your body is more prone to going into a relaxed state. Your heart rate decreases, your body slumps, and as you become more tired, you are more likely to lay back and take a little nap. A standing desk prohibits your body from doing that. This keeps the blood flowing

through all parts of your body and your productivity may be higher as the day wears on.

2**Задание на понимание запрашиваемой информации в прослушанном тексте****ЗАДАНИЕ 31**

Now we are ready to start.

Sam: OK, Kate, do you do anything to stay in shape? Like, do you exercise or go to a gym?

Kate: I'm not really into sports. I don't find sports fun. But I understand that it helps me be healthy. So I sometimes jog and I always go in the morning because for me it's the best time to exercise because it keeps me awake all day.

Sam: Yeah, well, that's pretty good that you get up and go jogging in the morning, I have a hard time like running early in the morning.

Kate: Yeah, I think it's easy because you have a lot of energy and you are not so tired.

ЗАДАНИЕ 32

Now we are ready to start.

Ted: When I think of your home town, I think of cold. Is it very cold there?

Mary: In the wintertime, the weather is very cold. It can get down to minus 35 degrees Celsius at night.

Ted: Wow! How do people overcome such cold weather?

Mary: They dress warmly. It's different than a lot of other countries that only go down to zero in places like New York or London, maybe you don't dress as warmly because the temperature doesn't go down as low, but in my home town in the wintertime, you're wearing hats, you're wearing mittens, you're wearing winter boots.

ЗАДАНИЕ 33

Now we are ready to start.

Lisa: Oh, yeah, I love gadgets. I got many of them in my room.

Dan: So, what kind of gadgets do you have?

Lisa: Well, my favourite has to be my laptop computer, of course. I think everyone should have a laptop now because it's complete entertainment. I can watch movies. I can download music from the Internet. I can write messages to my virtual friends. I can play new games on the Internet. I can do anything in the world on my laptop. It's just amazing what you can do.

Dan: So, you're really into your laptop. What are any other gadgets that you really like?

Lisa: I suppose I have to say my digital camera. With a digital camera, I can choose the photos I want and then on my computer, back to my laptop again, I can edit the photos until they look exactly like I want them to, so digital camera is amazing for me.

ЗАДАНИЕ 34

Now we are ready to start.

Jane: Actually, I think school uniforms are great. But I would make the teachers wear the school uniform, too.

Ben: I agree with you.

Jane: Because I think when we talk about appropriate clothing, I think girls very often take most of the blame for that. But I think it's our society, and we can fix the problem by having a uniform for girls and boys and teachers, and we can feel like part of a team.

Ben: I know there are a lot of problems of school uniform. First of all, students don't want to wear the same clothes.

Jane: Oh, yes, but there are other problems. Usually, when schools have a uniform, the boys wear trousers and the girls have to wear a dress or a skirt. The girls don't think that's fair. I think a lot of schools these days can let the girls choose.

ЗАДАНИЕ 35

Now we are ready to start.

Sarah: You're saying that you didn't choose your dog. Your dog chose you.

Max: Yes. It was fate. Destiny.

Sarah: So, what's cool about your dog?

Max: Well, basically my dog is the world's greatest dog. He almost never barks. He likes lots of people. He's very intelligent and sensitive!

Sarah: So, can your dog do any special tricks?

Max: Actually, I didn't teach him to do any tricks, but he's amazing, I can walk for miles with him. He's always by my side and I don't need a leash. He obeys me. He stops when I tell him to stop. If I tell him to go quickly, he runs quickly.

Sarah: Wow! Sounds like a pretty good dog.

ЗАДАНИЕ 36

Now we are ready to start.

Sam: Helen, you look so tired. What has happened?

Helen: Last Saturday I had to prepare for my English test and the next day I had to write an ecological report for our Biology class. Now I'm so exhausted.

Sam: Yeah, not a very restful weekend.

Helen: I know, I had to go to bed late and now I want to sleep so much. It's just a slight headache. Yesterday I thought I was watching TV and then I suddenly realized my eyes had been closed for the last ten minutes.

Sam: You know, I've been thinking about sleep a lot lately because I've been really trying to get better sleep — and it's working — but what I've noticed is I'm falling asleep a lot faster, which is good. It's like I'm aware that I'm lying in bed and I'm relaxed and getting a little sleepy.

Helen: Well, I usually wake up earlier because I'm usually — especially I think my natural rhythm is to go to bed early and wake up early because I know when I'm at home by myself I slowly go to bed earlier and earlier and earlier until sometimes I'm like going to bed at eight o'clock.

- Sam:** You're kidding, right? It's too early and what time do you get up if you go to bed at eight? You're not expected to be energetic if you sleep too much.
- Helen:** I mean it just happens naturally and then I'm waking up earlier and going to bed earlier.
- Sam:** As for me, I naturally skew the other way, I stay up later and later and later and want to sleep in later and later. It's funny because I think I eventually turn the day around, you know, I go to bed at five or six in the morning and then get up at two or three.
- Helen:** And it's funny. If I don't observe regular sleeping hours and I have a whole ritual now that I do at night because the sleeping is a real problem for me, so yeah, but if I don't do that and if it's like ten o'clock at night and I am kind of stuck in working on something and all interested and if I let myself keep going until eleven, then forget it. It takes me a couple hours to fall asleep.
- Sam:** So I guess you have problems only when you work? If I get in that sort of that pattern of working on something interesting late at night and I am left to my own devices, I will eventually still turn the day around the other way. And I keep on staying up later.
- Helen:** That's interesting. And one thing I've found that really affects me being able to go to sleep is I cannot eat or have tea within two or three hours of going to bed. So I've learned, you know, if I'm going to have dinner and simply have tea it's got to be at least two, preferably three, hours before I go to bed.
- Sam:** Actually I can. Sometimes I think "I am hungry" and, "Oh, I'll just have a snack," you know, especially that late cup of tea and I only have a cup of tea. And if I do it right before I go to bed, I don't know, I go to sleep better.

ЗАДАНИЕ 37

Now we are ready to start.

- Susan:** Hello, Joey. I need to talk to you.
- Joey:** Hi, Susan. We've got several minutes before our Biology class begins. How can I help you?
- Susan:** You know we're going to take part in our school project. We want to make pupils eat junk food less.

Joey: Good idea! That's interesting! I was reading an article just yesterday in the news that the government is bringing in a law to make it illegal to show TV advertisements for junk food. On any...

Susan: Really?

Joey: ...but on any programmes that are targeted at the under — 16s, so kids' programmes... They're going to completely outlaw it, umm... and...and... I mean, junk food, I mean, it's anything — that's any kind of food that's high in fat or sugar or anything like that — it's... and it's something that people have been talking about for years, you know, that...that...how bad junk food is for people.

Susan: Right. But I'm just really amazed that the government is taking such a strong action, you know, just something across the board.

Joey: Do you remember the film...ahh...what's it called? The...the... the one...ummm... *Supersize Me*?

Susan: Oh yeah, yeah, the documentary.

Joey: I mean, I don't see how anybody could watch that documentary, see the evidence and then try to deny how unhealthy junk food is.

Susan: You're right. ...as far as a scientific study goes, you know, you...you really couldn't ... read too much into that, but I mean, it is suggestive, it does suggest that... that you know, that junk food isn't good for us, and it's a principle of nutrition...

Joey: Right, yeah. If you're eating a lot of processed, carbohydrates and sugars and fats and no fiber and no vegetables especially in such huge quantities.

Susan: I mean, this is something that...that advertisers have been doing for years because they know that if you can get in...into...appeal to a child, then the child will go to his or her parents... and say "Mum, Dad, I...you know, I... I want to go and have a hamburger and Coke."

Joey: No, that's not what they will do, they would say "Mom, Dad, can't we eat hamburgers? Mom, please? All the other kids can eat hamburgers!"

Susan: Right! And then when Mum and Dad say errr... "Well no, because we ate at McDonald yesterday! Umm..." "Let's have something..." push something healthy on the children, the...the kids don't...they don't want to know, because you know, fast food restaurants are portrayed as something that is cool, and of course it's yummy! I mean...

- Joey:** Junk food is yummy! Are you kidding? Given the choice between junk food and...and healthy food...
- Susan:** Salad? Just...just, yeah, well, I love salads, that's...that's the weird... thing is... I really, truly love a good salad. So will you join us in the project?
- Joey:** With great pleasure! It's really a very important project and I hope all children of our school will change their eating habits one day.
- Susan:** You're right. It will be great and useful for everybody!

ЗАДАНИЕ 38

Now we are ready to start.

- Katy:** Hey, Peter, what are you thinking about? You look so concentrated and thoughtful.
- Peter:** It's strange but I'm thinking about my project. I understand that it takes me a lot of time to finish it and I want to monitor my work. It's important to find problems or obstacles which impede it.
- Katy:** Oh. No, you are productive and always move forward with things that you want to do.
- Peter:** I find myself a perfectionist. I hate it! It's terrible! Indeed I know it's something that I struggle with a lot and that I've thought about a lot, and I know in the past we've talked about it from time to time, so...
- Katy:** Well, it makes you not very productive. I mean, I just finished a text yesterday and I spent a lot more time on it than I should have... knowing that I wanted it to be absolutely perfect.
- Peter:** You're right. That's good when you've actually already started working on something...and you're working on it...err, that you can set a deadline for yourself, maybe, and say, "Okay, now I just can't mess with it anymore; it has to be finished."
- Katy:** But as for me, what I find a really destructive thing about perfectionist tendencies is that they can keep you from even getting started with something.
- Peter:** I will agree with you about these tendencies but they do not refer to perfectionism. When you are starting something there are just two things that can happen. You know, you could be suffering from fear of failure or fear of success, one of the two. And, err, you know, if

you're successful then you're going to deal with, like, an additional amount of information that you need to process later on, and if you're not successful you're just a loser.

Katy: Yeah, exactly. I find that, err, for me this idea of perfectionism... it's not so much about striving to be perfect, it's more like you're, you're constantly beating yourself up about things never being good enough.

Peter: At least that's what I have.

Katy: I mean...you know intellectually that nothing can be perfect and nothing I do can be perfect ... but...it's, it's... So you know that on an intellectual level, but somehow it's like you're still struggling with this idea that "Oh, but it's not good enough," or "I've not got all the information I really needed to make the perfect start."

Peter: That, that is usually the problem that I come up with, is you think you have all the information but you don't, and then you start looking for more and more, and while you're looking for all this extra information you're just, well forget it, you're not going to make it. For example, seven hours on Wikipedia later...

Katy: I guess you find you're looking at something completely unrelated to what you started out with.

Peter: Right. Right, that is the biggest issue is that you start looking for other information and then you discover 15 other things that are maybe also relevant or important.

ЗАДАНИЕ 39

Now we are ready to start.

Helen: Hi, Fred. How are your trainings? How often do you go to the gym?

Fred: I don't go anymore; I used to go last year, but...

Helen: What...why don't you go anymore?

Fred: Well, it's very expensive, for one thing. And also it's a long way to travel from where I'm living at the moment; it's a long way to get to the gym, so I go walking with the dog and that's my exercise.

Helen: Oh, doggie! Doggie! What kind of dog is it?

Fred: It's a border terrier.

Helen: Is he cute?

- Fred:** Oh, he is very, very cute, and he's very friendly. And also gets me lots of attention while I'm out, because everybody wants to say hello to my dog, so...
- Helen:** I know, isn't that funny about dogs, they're total conversation starters... If you, if you have a very cute dog, then, yeah, then people want to come over and pet your dog, and then, of course, you can start talking to them, so yeah, it's a great way to meet friends.
- Fred:** Oh, oh, most definitely. For sure!
- Helen:** Because I can tell you from experience that, oh, it takes all my power to resist going up to total strangers with cute little puppies and asking if I can pet the puppy. Seriously, it's...oh my God!
- Fred:** So you consider yourself a dog person, aren't you?
- Helen:** Oh, I'm a dog person, I can tell you straight away.
- Fred:** Really?
- Helen:** Absolutely, 100% confirmed, dog person. You bet.
- Fred:** Have you ever had a dog?
- Helen:** Yes, I have. Yes, I had - let me see, this was when I was little, about 5 or 6 years ago. I had my own doggy; I had a Norwegian Elk Hound. He was very cute; he was painfully cute. He was great. But I don't have a dog nowadays, but I have...I walk my neighbours' dog.
- Fred:** Oh right, yeah, Helen.
- Helen:** That's right, I was telling you the other day. They're a lovely old couple, who I've known for years, but they're getting on a bit and they're not so active, so I take their dog out for a walk quite often.
- Fred:** How can you manage the dog? Did they train him?
- Helen:** Yes, of course. Well, it's a long process, right... they got the dog when it was a puppy... and so they trained him basic... you know, sit, come... really basic things... then, after the dog was about two years old, he went to a training school.
- Fred:** It's great to have a dog. I guess the most important thing is companionship, right! So there is always somebody there for you that will like you no matter what.
- Helen:** You're right. I agree with you. Dogs are so clever and they are sincere friends.

ЗАДАНИЕ 40

Now we are ready to start.

Mike: Hi, Jane. Tomorrow we're having a cooking contest. Do you remember?

Jane: Do I remember? Yesterday evening, I was reading one of my mom's magazines on cooking. And in that magazine I read about a new hamburger.

Mike: OK.

Jane: That...it really takes the cake, this new hamburger. You know, we've talked about junk food before, but this is amazing. It's a big beef burger, and they put sharp cheddar cheese and two slices of bacon...

Mike: What... Can I just stop you there? What is sharp cheddar cheese?

Jane: Sharp cheddar cheese? A sharp cheese is a cheese that has a strong flavor.

Mike: OK.

Jane: So, cheese can be mild or sharp.

Mike: Right.

Jane: But anyway, back to the burger, it's got...yeah, a big beef patty, sharp cheddar cheese and two slices of bacon. And now here is the key.

Mike: Mmm, the bacon sounds good.

Jane: Yeah, but the key ingredient...the bun is actually a sweet glazed donut. Can you believe that?

Mike: Oh, no! It's disgusting.

Jane: It's what they're calling "Baseball's Best Burger," and they're serving it at their baseball games.

Mike: Baseball's weirdest burger, maybe!

Jane: Yeah, it's a glazed donut so it would be sweet. And apparently they cut it in half and toast it and use that as the bun on this burger. It... I couldn't...I thought it was a joke when I first read about it. I thought it must be a joke but apparently it's true.

Mike: It really makes me wonder. Right. I just wonder, how would someone even come up with that, the idea of using a donut as a hamburger bun.

Jane: Well, there is something that you can, I mean, you can tell me if this is true or not, I remember hearing about sandwiches that Americans like, and it's peanut butter and jelly.

Mike: Well, that's, yeah, that's a classic kid's sandwich. Peanut butter and jelly or even peanut butter and honey, you can have...

- Jane:** Well, what you call jelly, isn't that what British English speakers would call jam?
- Mike:** Yeah, jam.
- Jane:** So, peanut butter and jam. So it's the savory peanut butter, salty, peanuttty tasting butter and something like sweet strawberry jam.
- Mike:** Yeah, but I guess it's kind of like putting pineapple on your pizza. But there's something about the sweet, tart pineapple combined with the salty, savory ingredients of a pizza that is actually...I like it.
- Jane:** Well, I'm thinking, if you can combine something like peanut butter and jam, then combining a hamburger with a donut doesn't seem so strange. I couldn't believe that when I read that story in my mom's magazine. But I went on the Internet and had a look, and there were people saying that it sounds disgusting and looks disgusting, but actually they were quite tasty, so what do I know?
- Mike:** I can't even begin to imagine what it would taste like. My taste buds cannot picture it, you know, I have an image of a donut in my head and an image of a nice juicy hamburger with a couple strips of bacon on.

ЗАДАНИЕ 41

Now we are ready to start.

- Kate:** I was over at my friend Monika's the other day and she has a new cat, and it is the coolest cat; I totally fell in love with her cat. It's... all I can think about now is I want a cat like that.
- Jim:** OK, and what is so special about this cat?
- Kate:** It's naked. Have you seen those cats? Naked cats? I think they're called Sphinx cats.
- Jim:** Hmmm.
- Kate:** What, don't you like them?
- Jim:** Well, keep talking, I'm not convinced yet.
- Kate:** No, I always thought that they were really ugly, you know, these hairless cats. I've seen pictures of them, but when I saw this cat in person it was so cute! It was so incredibly cute! They are so ugly that they're cute.

Jim: OK. And what colour is he?

Kate: Well, it's hard to tell the color because you're just looking at their skin, but he was dark grey.

Jim: Oh, cool.

Kate: A dark grey colour with these big, beautiful, green eyes, and he just...I picked him up and was holding him and just fell in love with him, this awesome cat. And supposedly they can fetch! They're almost...they're more...their personality is more like dogs than cats.

Jim: Well, aren't you allergic to cats?

Kate: Yeah, I used to be really allergic but now it doesn't seem like it's so bad. And the cool thing about these cats — a lot...the... these naked cats that are hairless — a lot of people think that they're hypoallergenic, but apparently they're not. But since they don't have hair, you're not getting the hair everywhere, and you're supposed to give them a bath a couple of times a day, and supposedly even people who are allergic to cats, a lot of them can actually tolerate these cats.

Jim: Yeah, I'm the same. They used to make me sneeze really badly but....hmm, OK.

Kate: Yeah, so I thought maybe I would ask Monika if I could borrow her cat if they go away for vacation or something. No, I'm serious! If they go away for vacation I could just let the cat stay here and see if I develop allergies or if he bothers me.

Jim: Right.

Kate: Because if not, I am so getting one! I want one of those cats so bad; it's...all I can think about is my naked cat! I want one!

Jim: Well, I don't know. Or what did you say that the proper name was, a Sphinx cat?

Kate: A Sphinx cat, or I think they're called Canadian hairless. I'm not sure; I would have to check. And I'm, I mean, they're the kind of thing that you either think they're horribly ugly or you think they're adorably cute, because they look like gremlins or even like Yoda.

Jim: Aren't they really wrinkly?

Kate: They can be. Well they're fairly smooth; they have some wrinkles on their forehead, and I guess some breeds are wrinklier than others, but I just think they're so cute. I love them, and they're so friendly and affectionate, and I really, really want one.

Jim: Well, we'll see.

ЗАДАНИЕ 42

Now we are ready to start.

Mary: Hi, Sam! It's good to see you after our short holidays. You look great! How did you spend time?

Sam: Thanks, Mary. I'm really happy to see you and to begin our school term. I had wonderful time with my friends. We played a lot of board games together.

Mary: Have you ever played the game Rock, Paper, Scissors?

Sam: Yes, umm, but I'm not very good at it.

Mary: You're not very good at it? Well, I was just reading that there was an actual competition, a world championship in Rock, Paper, Scissors.

Sam: I mean, it's such a childish game — I can't even imagine that that there would even be — I mean that's like having the championship in thumb wrestling!

Mary: Nnn.. actually, no, I disagree. Because I think that thumb wrestling... , with thumb wrestling there is a lot of skill involved.

Sam: Oh yeah, definitely. It's all in the technique. But with, with Rock, Paper, Scissors — I could be completely wrong — umm.

Mary: I think that it's all down to luck. Umm, or maybe that's just my excuse for being so bad at it. I always seem to lose and so I can put it down to bad luck, that I, I seem to pick the wrong one, but umm...

Sam: Well, in the, in the article that I was reading — it was also on the BBC — they were talking about the tactics and saying that — they were comparing it to card games... The article says that people have to do a lot of hard work and spend a lot of time practicing and training, learning about tactics and body language, and that it's act...that they bluff so much, just like you do in poker.

Mary: I'm trying to imagine how you bluff making a fist or, you know, holding your hand flat, or making the scissors shape.

Sam: Well there, I suppose there are some tricks to make their opponent wrong, you know, making the move that they want them to make... with all the body language and umm, you know, psychological tactics... so actually there might be more to it than meets the eye...

Mary: Umm, but to be honest, I think that the reason, umm, when you... telling me about this, I, I compare it to something like, umm, world championship coin flipping.

Sam: Oh right yeah, that it's...

Mary: Heads or tails.

Sam: Exactly. I mean, OK, so there's one extra, I mean, so there's three sides that we've got to consider...

Mary: I think we're going to have to put it to empirical test...

Sam: And I think — just to do right by my own country — that I'm gonna have to challenge you.

Mary: OK, we'll have to, OK we'll do that, we'll do that.

Sam: OK.

ЗАДАНИЕ 43

Now we are ready to start.

Greg: Hi, Kathy. I want to tell you about the programme I saw yesterday. It was so interesting.

Kathy: Oh, no. I mean, don't...don't even get me started on TV — what a time waster it is, and...and all of the horrible...all of the horrible messages that you're bombarded with if you are, you know, just one of these people who comes home in the evening, turns on the TV and just has the TV on, kind of in the background until you go to bed at night. Some people even fall asleep in their bedrooms with the TV on.

Greg: Yeah, well, I don't know...I think people would perhaps use this for different reasons. If you just want some background noise, maybe they just regard it the same way they would do putting on a piece of music...

Kathy: ...in the background, just to have some ambiance...

Greg: Yeah.

Kathy: ...as they're going about their evening, but I do know what you mean. I think that a lot of programmes are a complete waste of time.

Greg: Well, see, that's the thing. I don't think people should be limited to watching things that are educational. I mean, there's nothing wrong with watching something that's just entertaining. It's just that there's so much...umm...just really negative stuff out there.

Kathy: Yes. I...But I think that's...that's the commercial side of it, and unless you have something like in England for example — the BBC — they don't have advertisements.

Greg: "I'm going to make a cup of tea whilst the adverts are on," that's what we would say.

- Kathy:** But that's, umm, with the BBC they don't get their money from advertising, they get it from the TV license, which you have to pay just for owning a TV every year, and that's what... you know, they keep it free from adverts.
- Greg:** So you don't have to put up with that, which is really quite nice because all the satellite channels and the independent TV channels are umm...full of adverts, all the time, and you really get that impression that people are trying to sell things to you all the time and it's, err...all the things showing you that you have to be young and beautiful and all this kind of...
- Kathy:** Yeah. And "If you buy our products, you will be like these people in these... perfect people..."
- Greg:** Yes, exactly, exactly.
- Kathy:** Yeah... it's like, "let's create things that make you feel bad about yourself and then show you the things you need to buy to..." or "...improve yourself so you will feel better."
- Greg:** It's horrible!
- Kathy:** So I... I don't watch much TV either, so umm...
- Greg:** Uh, huh. No, it's horrible — horrible time waster.

ЗАДАНИЕ 44

Now we are ready to start.

- Judy:** Can you imagine what life would be like without the Internet?
- Ben:** Without the Internet?
- Judy:** Yeah.
- Ben:** Oh, goodness! Yeah. It's...it's funny, I mean, that...that's... we joke about it but, umm... Thinking about that, yeah, it would be like the dark ages because we're so...people are so reliant on the Internet.
- Judy:** Ahh...Yeah, aside from obvious things like...email, umm...and, ahh, Skype and, aah, Facebook and these sorts of things, just for chatting with people, umm, it would just be...it would be crazy not having all that information at your fingertips. Because for me, that's the main thing, with the Internet, it is looking things up.
- Ben:** Oh, yeah, can you imagine me going even one day without my precious Google? Yeah, I won't be able to google things! Oh, my God! No, I love Google so much, it's so useful; it's such an awesome tool.

Judy: Sure, I mean it's...it's funny I was just thinking recently...umm... that apart from the usual websites that I would go to, to get news or perhaps some of the music websites where I'll just log on and have a look and see what's new in the world, umm, the vast majority of the time that I'm on the Internet is actually going to Google and then looking something up.

Ben: Oh, yeah, yeah.

Judy: Because if there's some information I need to know about, then it's straight to Google. It...it's like having...umm...just the biggest encyclopedia at your fingertips, you know, it's quite amazing...

Ben: I don't know what I would do without it; it puts you in touch — you know, the Internet in general and...and email and chat and the different social networks — it just puts you in touch with people all over the world.

Judy: Well, absolutely, I mean I know of at least one fantastic relationship that came about through the Internet!

Ben: Absolutely! Umm, and it's...that's really cool that you can connect with people all over the world and...

Judy: Share the things that you love, it's...I think it's really cool.

Ben: And how often do you use the Internet?

Jerry: Oh, I use it every day! I check my email, read the news, chat with family and friends all around the world. It's great, isn't it? Sometimes I stay online for hours. So, how do you connect to the Net?

Judy: I have an ADSL. It's a high-speed connection. Just today I went to the New York Times to read about what's happening back home, then I searched for some information about how to play tennis better, and finally I used some software called Pal Talk to chat with friends in France, Japan, and Argentina.

Ben: That's cool! You chat with them by typing text messages, right?

Judy: Not only text, I do "voice chat" too. I have a microphone and speakers. It's like using a telephone, but a whole lot cheaper.

Ben: Hey, I'd like to try that too.

ЗАДАНИЕ 45

Now we are ready to start.

Judy: Ben, you haven't written your book report yet.

Ben: I'll write it tomorrow. I'm preparing for the English test now.

Judy: But you are having an evening training tomorrow.

Ben: OK, I've forgotten about it. I'll write the report tomorrow night.

Judy: But, Ben, you will be very tired tomorrow night.

Ben: All right. I'll start writing it tonight. Will you help me?

Judy: Of course. How can I help you? I can explain you the structure of the report. But are you going to the Welcome Fair today?

Ben: What Welcome Fair?

Judy: You know — there's a big event in the school sports hall. All the clubs and societies have stands there. You can see what clubs there are at our school, and sign up for them.

Ben: Oh, I know what you mean. Is that today?

Judy: Yeah! It should be good. I want to sign up for so many things!

Ben: As you know, I'm fond only of boxing and I don't want to join any other clubs.

Judy: It's not just sports clubs. There are loads of clubs — like the... the Literature Society, and loads more. Every department has its own society, I heard.

Ben: Oh, OK. So what are you going to sign up for then?

Judy: Well, I'm definitely going to join the sailing club. I've always wanted to try that. And there's an archery club, too. I'd love to have a go at that as well.

Ben: That sounds pretty good. I've never tried either of those.

Judy: I'll probably join the Volleyball Club, because I was the captain of the team at the camp. I might join the Drama Society. And I'll join the French Society, of course. It'll be good for my course, and I hope I'll meet some French people to practice my speaking. What about you?

Ben: I don't know. I haven't thought about it.

Judy: Well, what do you do in your spare time?

Ben: I go in for boxing. Besides, I like playing board games a lot. If there's a chess club, I might join that.

Judy: Oh, I'm pretty sure there's a gaming club. I saw some signs up for it. But aren't you going to try something new?

Ben: I don't know. I'll see what there is. I like hiking, so if there's a walking society, I'll join that.

Judy: There is. It's called the Hill-Walking Society. I'd love to do that too, but I'm not sure I'll have time, with everything else. You should join the Adventure Club.

Ben: What's that?

Judy: It's like the Hill-Walking Society, but it's much more exciting. They do caving and rock-climbing. It sounds really exciting. I wanted to join that too, but I decided to focus on water sports.

Ben: Oh, yes, it's really a great idea.

3

Задание на полное понимание прослушанного текста**ЗАДАНИЕ 46**

Now we are ready to start.

Presenter: Good evening, everyone. We are happy to welcome you to our weekly programme *World of Reading*. Today is a very special day as we have a great opportunity to hear from an amazing man who writes fantastic books a lot about his work and interests. Aharon Appelfield, it is very good to see you today. Thank you so much for coming.

A. Appelfield: Hello, it is good to be here, thank you for inviting me.

Presenter: What are you writing at the moment?

A. Appelfield: I published, a few months ago, a children's book that was rather successful. It is the story of two children living in the woods during the war.

Presenter: How many books have you written?

A. Appelfield: Forty-two books, and somehow they are like one book. It is always my enlarged eye on my parents, my origin, my experience.

Presenter: How long does it take you to write a book?

A. Appelfield: Though I've written a lot of books, I must say that I am a slow writer. I am checking and rechecking, several times, every page. I write, for instance, a page in the morning; at night I reread the same page, and in the following morning again; and all this before I print it.

Presenter: Do you still believe that literature has some importance?

A. Appelfield: Yes, because literature is humanity. Through literature we touch the real things. The real physical things of human be-

ings. The inner life of human beings. It is not the chronological thing that happened to you. It is the deep dialogue with yourself and with your surroundings. Besides, I suppose that there is music in literature. It is very important. I cannot imagine a good piece of fiction without musicality.

Presenter: What is important in your writing?

A. Appelfield: It seems to me that if a writer is running after the plot, the text will remain poor. In other words, the sentence and the paragraph should always remain autonomous. Every sentence should be important, as well as every paragraph. The plot is important but has no value without a rich text.

Presenter: Which writer will you name as an example to explain this?

A. Appelfield: There are many prominent writers that I like, such as Thomas Mann, Dostoyevsky, Tolstoy.

Presenter: What makes a great writer?

A. Appelfield: The capacity to understand human beings and to be close to them. Of course, there is also talent. A writer should not think about a mission, he should be occupied with the sentences or the plot of the story he is writing — this is his mission. He should know that he is not going to change the world, and he should be modest.

Presenter: Thank you very much!

ЗАДАНИЕ 47

Now we are ready to start.

Presenter: Good evening, everyone. We are happy to welcome you to our weekly programme *New Invitation*. Today is a very special day as we have a great opportunity to speak to Colin Bailey, the Director of The Morgan Library and Museum. Colin, it is very good to see you today. Thank you so much for coming.

Colin Bailey: Hello, it is good to be here, thank you for inviting me.

Presenter: Colin, how do you feel about being back to New York as Director of The Morgan Library and Museum?

Colin Bailey: I am over the moon, and feel so lucky to return to New York which is a city that I love. In some ways, I am returning home, and then there is the discovery of The Morgan, this

extraordinary collection. It is an enormous privilege now to be leading it.

Presenter: Is the Library mainly a museum?

Colin Bailey: It is both a museum and an independent centre of research.

Presenter: What are the masterpieces of the collection?

Colin Bailey: Three Gutenberg Bibles; two Shakespeare First Folios. There are also very important Old Master and modern drawings. The museum has just started to collect photography and contemporary works on paper. At the moment, you can see the fantastic exhibition of 150 years of *Alice in Wonderland* from our own collection and you come away understanding the story of Victorian culture in a way that you could never have imagined before.

Presenter: How many visitors do you have at The Morgan?

Colin Bailey: About 200,000 a year, and we deserve, and we will have, more and more.

Presenter: What do you think about new technologies and the Internet that could be useful at the library?

Colin Bailey: When I arrived, one of my first requests was for the website to be improved, so that the enormous collection could be accessed by the general public more easily. Many manuscripts and drawings are available for people. Technology can engage the younger generation and excite them about the musical, literary, and artistic treasures that we have. Social media is one very important tool.

Presenter: The Morgan Library is maintaining some of the collaborations with Italian libraries and museums. Do you think Italy is still a very important centre?

Colin Bailey: Yes, and a great partner. I am proud of our collaboration. Italian museums allowed great Italian pieces of art to travel to North America. The Morgan Library as well has had important recent partnerships the Biblioteca Reale of Turin. I think that this should continue.

Presenter: Is contemporary art losing the interest in ancient objects?

Colin Bailey: I think it is impossible. Such interest will always be high, but all museums want to find ways of showing modern and contemporary art. One of our next shows at The Morgan

in 2016 is devoted to Andy Warhol's books. For the next two years we'll have in front of us pretty well organized programmes which will relate old and modern art.

Presenter: Thank you very much!

ЗАДАНИЕ 48

Now we are ready to start.

Presenter: Good evening, everyone. We are happy to welcome you to our weekly programme *World of Music*. Today is a very special day as we have a great opportunity to speak to Benjamin Clementine, a pianist, poet, singer, and songwriter. Benjamin, it is very good to see you today. Thank you so much for coming.

B. Clementine: Hello, it is good to be here, thank you for inviting me.

Presenter: Benjamin, when did you discover that you were a poet and a musician?

B. Clementine: When I went to Paris eight years ago I was 19. I had already read a lot of poetry by Blake. I was going to the town library and taking any book of English literature from the shelves. I was running away from school just to read books.

Presenter: How has your family influenced you?

B. Clementine: We are five siblings, and we all played instruments for a hobby. I started playing drums, and when my brother bought a piano I started to play the piano.

Presenter: What did you do in Paris?

B. Clementine: After six months living in Paris I started singing in front of the Sacré Coeur. I met people who invited me to sing in a café. I made enough money to buy a guitar and I started playing. For about two or three years I was writing my own music, but I was singing famous songs. Then I bought a keyboard and really started composing.

Presenter: Who discovered you?

B. Clementine: I was still playing in a café, and I recorded three songs that were sent to the radio stations in France, and then France Inter wanted to interview me and decided to play my songs. We made a video with one of my songs, *Cornerstone*, and after six months Jools Holland saw the video and his

production team invited me to audition for them, and I got in to play with Paul McCartney and it was quite something.

Presenter: Is Paris in your songs?

B. Clementine: Of course. If you look at one of my videos called *London*, the video is shot in Paris because I am missing London in Paris. I am from London, and whatever happens to you, you never deny where you are from.

Presenter: How would you describe, if you can, your music and your songs?

B. Clementine: I think for me the greatest musical artists that ever lived never sang, but spoke. This is my opinion about people like Bob Dylan, or Johnny Cash. They are not singers like Pavarotti. I am striving to be one of them, and the way I am doing this is to try looking up to them. I am looking at these great artists like one would look at his father. Their music spoke, that is the difference.

Presenter: As we know, you are going to America. What are you doing there?

B. Clementine: I have three more shows. I come back in June for a tour around America. My music is not just for Europe, but for all human beings.

Presenter: Thank you very much!

ЗАДАНИЕ 49

Now we are ready to start.

Presenter: Good evening, everyone. We are happy to welcome you to our weekly programme *World of Books*. Today is a very special day as we have a great opportunity to invite Danielle Sabatier who manages one of the oldest historic Galignani bookstore in Paris. Danielle, it is very good to see you today. Thank you so much for coming.

Danielle Sabatier: Hello, it is good to be here, thank you for inviting me.

Presenter: Danielle, since 2009 you have run Galignani, the oldest English language bookstore on the Continent.

- Danielle Sabatier:** Yes. Galignani started in 1801. It was more of a reading room, where English people who came to Paris liked to go to. It was a bit like a club.
- Presenter:** Why was it so popular among the English?
- Danielle Sabatier:** They published a newspaper called *Messenger* for English people abroad. Some of the greatest English authors of the time, Byron and Scott, contributed to the newspaper, and their books were also published here.
- Presenter:** When did Galignani move to the Rue de Rivoli, where you are today?
- Danielle Sabatier:** The two brothers William and John Antony came here in 1856. They still published the *Messenger*, but they stopped being a reading room and publishing books, as their father used to do. When they arrived here they only wanted to sell English books.
- Presenter:** When did Galignani turn into the French, English and Fine Arts bookstore that we now know?
- Danielle Sabatier:** During the Second World War they were not allowed to sell English books. The grandfather of today's owner said, "In that case I will sell French books." Hemingway came here in 1944 and signed our book. Other famous writers who came here were Julien Green, Jean Cocteau and then there were show business people, like Charlie Chaplin.
- Presenter:** It is seven years since you took over the management. How do you run the store?
- Danielle Sabatier:** I had never run a bookstore before, and had no idea of how it needed to be done. The owner wanted someone different, for seven generations it had always been a family member at the head of the bookstore. He wanted someone who had a new eye, and I was specialized in media and marketing and communications. Seventeen people work here. We are open six days a week, from 10 to 7. We are still divided into three departments, like three different bookstores in one, but today they are not separated anymore and they work together. I learned that what is important here is to keep a certain spirit.

- Presenter:** Do you also organise events?
Danielle Sabatier: Yes, I changed this. They used to have one event a year, and now we have two or three a month — public talks, conferences and lectures, both in literature and in Fine Arts.
Presenter: Has the Internet had a big effect on your business?
Danielle Sabatier: I did a website, but I don't want to sell through it. You can make a reservation on the site. I want to keep as a philosophy the link with the place, as it is special. Therefore I don't sell on-line.
Presenter: Thank you very much!

ЗАДАНИЕ 50

Now we are ready to start.

- Presenter:** Good evening, everyone. We are happy to welcome you to our weekly programme *World of Animals*. Today is a very special day as we have a great opportunity to invite Cornelia Guest whose love for animals made her vegan. Cornelia, it is very good to see you today. Thank you so much for coming.
Cornelia Guest: Hello, it is good to be here, thank you for inviting me.
Presenter: When did you become a vegan, interested and deeply involved in animal rights?
Cornelia Guest: I have been surrounded by animals all my life and I am so sorry by the way animals are treated. It is terrible and I had to do something. The world is such a crazy, mean, awful place for animals.
Presenter: What are you doing?
Cornelia Guest: I just bought a farm, and try to do as much animal rescue as possible. Recently I rescued a lamb, named Belle. I got her from my neighbour, a farmer, Jeremy Peele. She was one of three, and he gave Belle to me. She is now trained, a little bit like a dog.
Presenter: How many dogs do you have?
Cornelia Guest: Eight dogs, a tortoise, a donkey, and two cats.
Presenter: What is your purpose?

- Cornelia Guest:** My purpose is to try to educate people to understand and see with their own eyes how horrible the situation is for animals. People now realize, and have to realize, that organic food is much better. The only way is to stop people buying certain things.
- Presenter:** You were a champion, why did you stop horse riding?
- Cornelia Guest:** There were other things to do. I stopped when my mother died. It is hard to ride at a very high level and at the same time to do movies and other ventures. I always wanted to do movies, I studied to be an actress and I absolutely love it. I have done many films, and I just finished a new one.
- Presenter:** Do you campaign against people wearing fur coats?
- Cornelia Guest:** Yes, and next autumn there will be a line of Cornelia Guest furs that are synthetic, obviously. Also Giorgio Armani has said, "No more fur in my collections," and this is fantastic. If you want to buy a fur coat, just look at what happened to the animal.
- Presenter:** Are you a rebellious person?
- Cornelia Guest:** I always have been. My parents let me be independent, and when I was little I stopped eating meat. They said fine, but then the doctor said I had to eat meat.
- Presenter:** What other interests do you have?
- Cornelia Guest:** I like to travel, to see friends, and to have fun working. As long as I act I am happy. I also like to cook. In the *Spring* I cook asparagus risotto. I cook for myself and I love Alice Waters, I think she is amazing.
- Presenter:** Thank you very much!

ЗАДАНИЕ 51

Now we are ready to start.

- Presenter:** Good evening, everyone. We are happy to welcome you to our weekly programme *World of Animals*. Today is a very special day as we have a great opportunity to invite David Field who is the Zoological Director of the Zoological Society of London. David, it is very good to see you today. Thank you so much for coming.

David Field: Hello, it is good to be here, thank you for inviting me.

Presenter: David, what are your responsibilities at the London Zoological Society?

David Field: My responsibilities are to take care of the animals in our collection. Zoos have a major role in conservation. We have to take care of individual animals, but we are about the conservation of species.

Presenter: And what about educating people on the importance of animals?

David Field: The role of a modern zoo is for inspiring and educating the public, the visitors, schoolchildren, groups. One of the major objectives is to increase the way people value animals and nature. We can connect people to animals in a way no other place can, especially in an urban environment.

Presenter: London Zoo is one of the oldest and most important zoos in the world. How was it decided to show the animals to the public?

David Field: In 1826, when the Zoological Society of London was first established. Over time, the Prince Regent granted land in Regent's Park to the Zoological Society. Initially it was too dangerous to leave the animals there overnight, and they were taken back to Camden Town at night. From 1828 onwards there were permanent exhibits.

Presenter: Is London Zoo one of the largest in the world?

David Field: Our size in London in terms of acreage is only 32 acres, but in terms of species we have one of the largest animal collections, including fish, invertebrates, and corals. Our difference is that we don't just concentrate on lions, tigers, and elephants. Snails and things that others are not interested in need to be preserved and protected, and we believe we can do that.

Presenter: How many visitors do you have, and who comes to the zoo?

David Field: In London we have 1.1 million a year. Families are important, and tourists, but a lot of older people come in too, and a lot of scientists.

Presenter: How do you acquire new animals?

David Field: From other zoos. There are many zoos, but only a small number of responsible zoos. There are 400 zoos in the UK, but there are only 100 which are a part of the British Zoo As-

sociation, which is there to achieve conservation and education. We don't buy and sell animals with animal dealers, we only collaborate with other good zoos.

Presenter: Are people frightened by some of the animals?

David Field: When going in with the spiders people claim they are frightened, but when they go in they are no longer afraid, but in awe. Respect for the animals is the main thing. The biggest challenge is to respect and value them.

Presenter: Thank you very much!

ЗАДАНИЕ 52

Now we are ready to start.

Presenter: Good evening, everyone. We are happy to welcome you to our *Outstanding Personalities*. Today is a very special day as we have a great opportunity to invite Professor Sir Samuel Grey who is one of the world's greatest, and most famous heart surgeons. Mr Grey, it is very good to see you today. Thank you so much for coming.

Samuel Grey: Hello, it is good to be here, thank you for inviting me.

Presenter: Why did you choose to devote your life to the cure and repair of the heart?

Samuel Grey: There are many reasons, but when I was a child my Dad was a surgeon, and I liked what he was doing. Then he lost his beautiful younger sister of rheumatic heart disease at the age of 22. He said that this could have been avoided as there were people treating these illnesses in the US and the UK. So, I decided to become a heart surgeon.

Presenter: You were a pioneer who made one of the first heart transplants?

Samuel Grey: We are celebrating the 50th anniversary of the first heart transplant in Cape Town in December next year, and I was the first in the UK to do a heart and lung transplant.

Presenter: You created a voluntary organization called *Chain of Hope*, didn't you?

Samuel Grey: Twenty years ago we used to go to treat patients in Africa and South America and then come back, and that was inef-

factive. Now the *Chain of Hope* not just treats patients but establishes new services in the areas where they do not have anything.

Presenter: What made you take on this enormous task?

Samuel Grey: Somebody has to do it! It is us. The *Chain of Hope* is a chain of people to give hope to somebody who is hopeless, mothers, parents without hope.

Presenter: How does *Chain of Hope* work?

Samuel Grey: We train doctors, clinicians, and nurses in countries such as Jamaica, Uganda, Ethiopia, El Salvador, and so forth. We train people to do these very complex operations on a 2–3 kilo baby and they do it very, very well.

Presenter: How many children has *Chain of Hope* treated?

Samuel Grey: Over the last 20 years more than 18,000 children have received treatment in these local centres as well as through the charity's mission. Last year, the Aswan Heart Centre alone treated more than 2,500 patients.

Presenter: What is your own leadership style?

Samuel Grey: Nice, civilised, soft-spoken, but also firm. The line between being nice and being weak is very hazy.

Presenter: You have a very gentle and soothing voice. Is it the role of the doctor to reassure the patient?

Samuel Grey: The patient-doctor relationship has to be personal. "Doctor, I trust you, I want you to take care of me." This relationship has been eroded by both the doctor but also by the patient, and society. To the doctor who sees his job as a technological thing I say, "No, no, no. I see a child, I see a person as a patient." There is a very special relationship of total trust, much more even than with an airline pilot. I am in charge of an unconscious patient who trusted me totally.

Presenter: Thank you very much!

ЗАДАНИЕ 53

Now we are ready to start.

Presenter: Good evening, everyone. We are happy to welcome you to our weekly programme *Cultures and Innovations*. Today is a very special day as we have a great opportunity to speak to Antonio Straten who is the director of Italian Cultural Centre, dedicated to the promotion of Italian language and culture. Antonio, it is very good to see you today. Thank you so much for coming.

Antonio Straten: Hello, it is good to be here, thank you for inviting me.

Presenter: You have now been the Director of the Italian Cultural centre for almost a year. What kind of experience has it been for you?

Antonio Straten: A wonderful experience. The experience of working at the centre, promoting Italian culture by choosing what is useful and interesting to learn about, is really wonderful. It is one of my most creative experiences, because the opportunity to cover a full range of things is something that wasn't available in my previous jobs, even though they were very interesting.

Presenter: How did you design your programme for the centre?

Antonio Straten: I was appointed to promote Italian culture, and I came up with the idea of following three major themes. The first one is to draw people in, by giving them what they expect and believe Italian culture to be. The second theme is to get people talking about Italian culture and what they appreciate about Italy. The third theme is presenting contemporary Italian culture, showing that it didn't stop at Michelangelo, and Fellini.

Presenter: There's a lot of talk about Italian cuisine, fashion and the way of life, but do you think Italian culture isn't well enough known or appreciated?

Antonio Straten: Yes. I believe so. The main problem has to do with language. Italian speaking hasn't grown much at all, and we need to work more on promoting the language. We offer language courses at the centre, and we try to support Italian departments at universities.

- Presenter:** I thought Italian was the most studied of the European languages. Is it true?
- Antonio Straten:** There are larger communities, the Spanish-speaking first and foremost, and French, and German. All European languages are having the same problem today because there's a feeling that other languages are more practical professionally, like Chinese for example.
- Presenter:** Are books written by Italian authors read very widely in foreign countries?
- Antonio Straten:** More than in the past, because there's a greater willingness to read translated works. From this point of view the translator is held in very high regard — as he or she should be because it is a very difficult job.
- Presenter:** Do you know that because you have translated books from English into Italian?
- Antonio Straten:** Yes. I've translated Stevenson, Kipling, mainly the classics. I find it to be a wonderful experience and a challenge. Translating is like writing.
- Presenter:** Do many people come to the Centre?
- Antonio Straten:** Tens of thousands come each year. But my work is not all carried out at the centre itself, but wherever I can contribute to putting on events to do with Italy.
- Presenter:** Thank you very much!

ЗАДАНИЕ 54

Now we are ready to start.

- Interviewer:** Today we're talking to Karen Wilson, a talented musician and photographer who produces unusual, thought-provoking travel books. Karen, how did you start?
- Karen:** My home town was very traditional and I wasn't outstanding at school. I was persuaded to take up the classical guitar and learn music theory, and then I studied piano and drums— it was those classes that I found most engaging. But I was always good at drawing — visual stuff appealed to me, though teachers didn't push me. Photography wasn't on the syllabus, and it was never suggested as a realistic career option.

Interviewer: How did you get started as a photographer?

Karen: I'd been taking photographs for years as a hobby. I loved photographing unusual things — empty places like airport buildings, theatres — stuff like that. I was travelling a lot for my music, and putting photographs I took during tours on a website. By chance a publisher saw them and asked me to write a book combining photographs with a travel diary. I couldn't turn down the opportunity to express myself and it all took off after that.

Interviewer: How do you approach your books?

Karen: I heard a photo-journalist said that photographers were privileged people who should record things other people don't get the chance to see — that it's our responsibility to open people's eyes to things they wouldn't otherwise be aware of. Most people think travel is always exciting and positive. I want to show the strangeness of it — make people realise it's not always glamorous.

Interviewer: What do you find fascinating about different places?

Karen: You think every big city is beautiful. But when I'm touring I have to go to parts of cities that aren't like backstage in large avenues outside the main tourist areas. I read travel guides or look down at a city from a plane as it's coming in to land and it looks wonderful but then I go to a characterless hotel room or desolate rehearsal space and it's not the same at all. I've talked to people about this contradiction, but they don't feel it like I do.

Interviewer: Tell us about a trip that you really enjoyed.

Karen: That would be when I went to the south of Argentina. Its beauty comes from a kind of stillness, a grandeur that's based on its landscape and wildlife. I did a few gigs at the start of the trip, then took time off and rented a car to drive along parts of the coastline. I hardly saw anyone — just birds and miles of remote countryside. It was so different from New York — you can't get away from people there.

Interviewer: What have you learned from your travel experiences?

Karen: Ah, before I became a touring musician I did loads of travelling with the family, but we only scratched the surface of places we visited. Of course I still enjoy that part of it — some places are so remarkable you can't but enjoy

them. But now I try to get beneath the surface, listen to the sounds and soak in the atmosphere. That's where photograph comes corner in for me — it makes me concentrate on a single image which helps me comprehend much more about a place.

Interviewer: What do you think has made you so successful?

Karen: Well, I've been so fortunate to combine music and photography — clearly if you love what you do it helps! I've also had lots of support both personally and professionally, though that's just a bonus really. For me it's about not accepting the obvious but searching for things that lie deeper. If you push boundaries you enrich yourself personally — and that's really what I think has been the key!

Interviewer: Thank you, Karen — and good luck with your next tour!

ЗАДАНИЕ 55

Now we are ready to start.

Interviewer: Kris, you started tennis very young — how did that happen?

Kris: My parents worked at a leisure complex — Dad was a tennis coach. I began playing with him when I was four. At my first school I tried rugby which I actually liked more because I could play with my friends, so keeping on going with tennis was really tough. After one rugby match I went home with a cut on my forehead and my parents told me to give it up. Up until then I played tennis twice a week, but after that I played much more often and improved rapidly. That got me hooked and by the time I was twelve I was pretty good.

Interviewer: Were you a good student at school?

Kris: I enjoyed school on the whole and I wasn't bad academically, though I couldn't really see the point of it — I already knew what I was going to do. I still keep in touch occasionally with a few old classmates, though my life is very different from most of theirs — but I am grateful for the teachers who taught me that if you dedicate yourself to something, there's nothing that can't be achieved. I started competing seriously when I was fifteen.

Interviewer: You were successful in national tournaments very quickly. How were those early years?

- Kris:** I fell in love with the buzz of competition. Now the trend is for junior players to go to college first, take a few more years to grow up before trying to make it as a professional but I'm glad I didn't take that route. I just wanted to play, and I was lucky I was tall and strong enough to compete with older players quite easily, though some of them resented me. It taught me a lot about people, and I needed to mature faster — that's given me an edge.
- Interviewer:** Tell us about your exercise routine and diet on a normal day.
- Kris:** I try to follow a healthy lifestyle. It's important to avoid stuff like fast food, though I admit I really missed it at first! I train hard — my coach pushes me to build up my strength and stamina. I run first thing every day, then spend four hours working with him on my technique on the court. That's the bit I enjoy, though I know the rest of it is probably even more important. He's introduced me to yoga which is good for my flexibility — it's hard, though, and I try to avoid it. I don't enjoy the fact that it isn't competitive — I need that to spur me on, though I don't really mind being told what to do.
- Interviewer:** What do you like most about being a professional?
- Kris:** Of course it's great seeing places I wouldn't otherwise have the chance to visit — some tournaments take place in fascinating cities, and I always try to look round if I can. Spending so much time away from my family and friends isn't great, though, and hotel rooms are very lonely even when you're earning enough to do what you like. I find it a privilege to talk to loads of interesting people — it's something I never imagined I'd enjoy, but in fact that's what makes it really special.
- Interviewer:** Do you have any advice for young players who'd like to follow in your footsteps?
- Kris:** I believe setting goals and working as hard as you can for them is a big thing, though that's not something you can rush. Don't totally ignore those who want to help you — I was rather stubborn at times, and that didn't always make my life easy — though you know yourself best and sometimes you do have to stand up for yourself. Top of the list is how you feel — never underestimate how having a good time builds the real foundation for success.

Interviewer: Are you going to be a coach after finishing your sport career?

Kris: Many players want to coach, though I don't have the patience or selflessness for that. I am attracted to the idea of taking up something different — say — cycling and getting top in that. The idea of becoming a television commentator crossed my mind — it's glamorous, though probably harder than it looks!

Interviewer: Thanks for your time.

КЛЮЧИ

Раздел 1. Грамматика и лексика

Задание 1

1. bridges, 2. brushes, 3. mangoes/mangos, 4. buses, 5. months, 6. horses, 7. songs, 8. tomatoes, 9. factories, 10. calves, 11. toys, 12. halves, 13. bamboos, 14. hens, 15. dishes, 16. pianos, 17. races, 18. butterflies, 19. parties, 20. knives, 21. videos, 22. boxes, 23. cities, 24. hobbies, 25. leaves, 26. mosquitoes/mosquitos, 27. journeys, 28. potatoes, 29. lives, 30. streets, 31. classes, 32. loaves, 33. lions, 34. dresses, 35. centuries, 36. pens, 37. places, 38. foxes

Задание 2

1. buses, 2. things, 3. keys, 4. glasses, 5. donkeys, 6. geese, 7. animals, 8. foxes, 9. wolves, 10. tomatoes, 11. potatoes, 12. thieves, 13. policemen, 14. cherries, 15. children

Задание 3

Young — younger — the youngest

Easy — easier — the easiest

Difficult — more difficult — the most difficult

Little — less / lesser - the least

Patient — more patient — the most patient

Good — better — the best

Hot — hotter — the hottest

Bad — worse — the worst

Fast — faster — the fastest

Comfortable — more comfortable — the most comfortable

Interesting — more interesting — the most interesting

Brave — braver - the bravest

Important — more important — the most important

Clever — cleverer — the cleverest

Wise — wiser — the wisest

Far — farther / further — the farthest / furthest

Simple — simpler — the simplest

Friendly — friendlier — the friendliest

Quiet — quieter — the quietest

Late — later — the latest

Old — elder / older — the eldest / oldest

Early — earlier — the earliest

Задание 4

1. most boring, 2. quicker, 3. more efficient, 4. proudest, 5. easier, 6. hotter, 7. better, 8. more comfortable, 9. most challenging, 10. most graceful, 11. better, 12. more difficult, 13. more dangerous, 14. hardest, 15. curlier, 16. wetter, 17. most expensive, 18. deepest, 19. most humid, 20. bigger

Задание 5

1. largest, 2. biggest, 3. more, 4. smallest, 5. smaller, 6. largest, 7. highest, 8. longest, 9. lowest, 10. deepest, 11. most sparsely-populated, 12. most densely-populated, 13. highest, 14. smallest, 15. most famous

Задание 6

1. more patiently — the most patiently, 2. less — the least, 3. more commonly — the most commonly, 4. earlier — the earliest, 5. more often — the most often, 6. more — the most, 7. worse — the worst, 8. more thoughtfully — the most thoughtfully, 9. farther/further — the farthest/furthest, 10. longer — the longest, 11. farther down — farthest down, 12. better — the best

Задание 7

1. sooner, 2. earlier, 3. slower, 4. faster, 5. less, 6. worse, 7. worse, 8. harder, 9. more noisily, 10. better

Задание 8

1. You gave him your book and he gave you his.
2. I gave him my book and he gave me his.
3. You gave me your book and I gave you mine.
4. He gave me his book and I gave him mine.
5. I gave her my book and she gave me hers.
6. He gave her his book and she gave him hers.

7. You gave her your book and she gave you hers.
8. He gave us his book and we gave him ours.
9. You gave them your book and they gave you theirs.
10. They gave us their book and we gave them ours.
11. He gave them his book and they gave him theirs.
12. She gave me her book and I gave her mine.

Задание 9

1. us, 2. their, 3. them, 4. him, 5. ourselves, 6. it, 7. mine, 8. themselves, 9. yours, 10. her, 11. themselves, 12. your, 13. her, 14. theirs, 15. him, 16. me, 17. yourselves, 18. themselves, 19. hers, 20. them

Задание 10

1. herself, 2. us, 3. mine, 4. myself, 5. himself, 6. our, 7. her, 8. his, 9. her, 10. their, 11. themselves, 12. my, 13. your, 14. us, 15. him, 16. hers, 17. my, 18. mine, 19. them, 20. herself, 21. them, 22. us, 23. himself, 24. her

Задание 11

1. his, 2. his, 3. ourselves, 4. them, 5. himself, 6. your, 7. me, 8. yourself, 9. yourself, 10. ourselves, 11. us, 12. us, 13. ourselves, 14. myself, 15. my, 16. myself, 17. me, 18. me, 19. themselves, 20. himself

Задание 12

		Количественное числительное	Порядковое числительное
1.	1	one	the first
2.	2	two	the second
3.	3	three	the third
4.	4	four	the fourth
5.	5	five	the fifth
6.	6	six	the sixth
7.	7	seven	the seventh
8.	8	eight	the eighth
9.	9	nine	the ninth

		Количественное числительное	Порядковое числительное
10.	10	ten	the tenth
11.	11	eleven	the eleventh
12.	12	twelve	the twelfth
13.	13	thirteen	the thirteenth
14.	14	fourteen	the fourteenth
15.	15	fifteen	the fifteenth
16.	16	sixteen	the sixteenth
17.	17	seventeen	the seventeenth
18.	18	eighteen	the eighteenth
19.	19	nineteen	the nineteenth
20.	20	twenty	the twentieth
21.	21	twenty-one	the twenty-first
22.	30	thirty	the thirtieth
23.	40	forty	the fortieth
24.	50	fifty	the fiftieth
25.	60	sixty	the sixtieth
26.	70	seventy	the seventieth
27.	80	eighty	the eightieth
28.	90	ninety	the ninetieth
29.	100	one hundred	the (one) hundredth
30.	1000	one thousand	the thousandth

Задание 13

1. has been learning, 2. is trying, 3. is raining, 4. is, 5. am revising, 6. eats, 7. has been doing, 8. has been eating, 9. have finished, 10. have been working, 11. has put, 12. has taken

Задание 14

1. watched, 2. was shining, 3. had not slept, 4. were talking, 5. did not work, 6. had made, 7. made, 8. phoned, 9. was taking, 10. rose, 11. happened, 12. was sleeping

Задание 15

1. will have, 2. will be skiing, 3. will not be, 4. will have finished, 5. will be waiting, 6. will have been, 7. will open, 8. will drive, 9. will feel, 10. will wait, 11. will snow, 12. will have marked

Задание 16

1. is spoken, 2. has been cleaned, 3. has been sold, 4. has been taken, 5. was built, 6. has been drunk, 7. is discussed, 8. was arrested, 9. had been written, 10. are not known, 11. will be repaired, 12. was being told

Задание 17

1. will pass, 2. had, 3. had studied, 4. am, 5. stopped, 6. were, 7. freezes, 8. will regret, 9. had not been, 10. had been, 11. would be, 12. came

	Задание 18	Задание 19	Задание 20	Задание 21	Задание 22
1	have been studying	is considered	are derived	did not exist	has been
2	lived	have made	was named	wants	was formed
3	was made	started	was proposed	isn't surprised	is expanding
4	were walking	were making	was reading	have set up	have appeared
5	spotted	received	got	have been	will collapse
6	took	began	did	are worried	has promised

	Задание 18	Задание 19	Задание 20	Задание 21	Задание 22
7	broke	was working	was	is helping	will be moved
8	were manufactured	contacted	caused	was interviewed	has led
9	was examined	won	became	defended	were moved
10	was determined	was named	were referred	seems	was moved

Задание 23

1. amused, 2. boring, 3. depressed, 4. fascinating, 5. confusing, 6. excited, 7. exhausting, 8. bored, 9. depressing, 10. exhausted, 11. frightened, 12. exciting

	Задание 24	Задание 25	Задание 26	Задание 27	Задание 28
1	first	found	is located	do not recognize	families
2	is celebrated	is inhabited/ was inhabited	became	theories	their
3	remains	most remote	was controlled	twenty-sixth	brings
4	have held	is placed	largest	easier	is made
5	had	statues	its	asking	were compressed
6	its	first	including	revolves	designing
7	did not know/ didn't know	was constructed	have adapted	has become	will not run/ won't run

	Задание 29	Задание 30	Задание 31	Задание 32	Задание 33
1	did	learned/ learnt	its	have been	greatest
2	called	yourself	is considered	earliest	named
3	creating	second	planning	first	was born
4	were criticized	best	was con- structed	oldest	him
5	his	have been	began	was composed	was not touched
6	first	racing	first	most recogniz- able	has come
7	turned	did not take	higher	was sold	strongest

Задание 34

Addresser, buyer, consumer, inhabitant, jogger, owner, player, researcher, singer, sleeper, speaker, swimmer, user, viewer, visitor, winner, leader

Задание 35

Decorative, fishing, reliable, remarkable, responsible, wonderful, leading

Задание 36

Agreement, appearance, achievement, beating, celebration, civilization, community, conservation, contribution, cooler, development, domination, drawing, entertainment, expectation, infection, information, movement, performance, population, possession, prevention, punishment, refrigeration, regulation, selection, skiing, thinking, treatment

Задание 37

Attractive, attraction; collective, collection; communicative, communication; different, difference, decorative, decoration; exciting, excitement; impressive, impression; various, variety

Задание 38

Beginning, beginner; building, builder; construction, constructor; employment, employer; government, governor; invention, inventor; painting, painter; tourism, tourist; training, trainer

Задание 39

Countless, endless, regardless

Задание 40

Amazing, amazingly; effective, effectively; thankful, thankfully

Задание 41

Careful, careless; helpful, helpless; useful, useless; doubtful, doubtless; hopeful, hopeless

Задание 42

Symbolize, characterize, memorize, criticize, scandalize

Задание 43

Scientific, scientist; ecological, ecologist; optimistic, optimist; economic(al), economist; dramatic(al), dramatist

Задание 44

Beautiful, beautifully; global, globally; essential, essentially; natural, naturally; original, originally; peaceful, peacefully; periodic(al), periodically; practical, practically; successful, successfully; traditional, traditionally

Задание 45

Atomic, central, chemical, colourful, comfortable, dangerous, educational, famous, fantastic, geographical, meaningful, mysterious, Russian, stormy, technological, volcanic

Задание 46

Colourful, colourless; powerful, powerless

Задание 47

Relationship, friendship, leadership, membership, citizenship

Задание 48

Archaeologist, astronomer, biologist, factor, farmer, violinist

Задание 49

Activity, ability, difficulty, happiness, importance, intelligence, popularity, weakness

Задание 50

Absolutely, accidentally, alternatively, certainly, cheaply, commonly, comparatively, correctly, extremely, finally, freely, greatly, highly, individually, initially, largely, merely, officially, possibly, probably, rapidly, really, seriously, significantly, simply, terribly, truly, widely

Задание 51

Foreigner, globalist

Задание 52

Effectiveness, effectively; reality, really; sadness, sadly; happiness, happily; sharpness, sharply

Задание 53

Modernize, specialize, neutralize, idealize, realize

	Задание 54	Задание 55	Задание 56	Задание 57	Задание 58
1	managers	functional	unhealthy	graceful	continental
2	minimize	extinction	beneficial	unusual	scientific
3	effective	treatment	hungry	movements	obviously
4	financial	healthy	distractions	daily	hairless
5	immediately	quickly	regularly	slowly	conservation
6	eventually	infectious	management	careful	protection

	Задание 59	Задание 60	Задание 61	Задание 62	Задание 63
1	curiosity	realize	safely	invisible	magical
2	finally	visualize	instructor	definitely	designer
3	impressive	corrections	beginners	dryers	commercial
4	exactly	environmen- tal	excitement	unwanted	amusements
5	powerful	differently	divers	activities	affordable
6	steepness	necessarily	professional	variety	construction

Задание 64

1. peer, 2. gaze, 3. watch, 4. glance, 5. stare

Задание 65

1. a, 2. c, 3. c, 4. b, 5. a, 6. b, 7. d, 8. b, 9. c, 10. c

Задание 69

1. d, 2. c, 3. c, 4. b, 5. a, 6. a, 7. b, 8. c, 9. a, 10. c, 11. d

Задание 71

1. a, 2. b, 3. d, 4. a, 5. a, 6. c, 7. a, 8. c, 9. a, 10. c, 11. d, 12. b

Задание 72

1. d, 2. d, 3. d, 4. a, 5. a, 6. b, 7. c, 8. a, 9. b, 10. d, 11. d, 12. b, 13. c, 14. a, 15. b

Задание 73

Tell a story, say a word, talk rubbish, talk literature, say prayers, talk politics, speak one's mind, tell the truth, say for sure, talk sense, tell /ask the way, tell a secret, say nothing, tell a lie, speak English, tell the difference.

Задание 74

1. a, 2. b, 3. b, 4. b, 5. a, 6. d, 7. a, 8. a, 9. c, 10. a, d, d, 11. a, 12. d, 13. a, 14. d, d, 15. d, 16. b, 17. a, 18. b

Задание 75

1. e, 2. b, 3. i, 4. a, 5. h, 6. f, 7. g, 8. c, 9. d

Задание 76

1. COOK, PREPARE FOOD: make breakfast; make a cake; make a cocktail; make coffee; make dinner; make a drink; make food; make juice; make a meal; make an omelette; make lunch; make pizza; make a pie; make salad; make a sandwich; make soup; make supper; make tea

2. MANUFACTURE, CONSTRUCT, PRODUCE: make bricks; make cars; make a chair; make clothes; make a dress; make a film; make furniture; make hats; make paper; make toys; make a table

3. REALIZE, ARRANGE, ORGANIZE: make an appointment; make arrangements; make a date; make a list; make a bed; make a bet; make a reservation; make a telephone call

4. SUGGEST, OFFER, EXPRESS: make a complaint; make a guess; make an offer; make a suggestion; make a deal; make a law; make plans; make inquiries; make an estimate

5. FULFILL WHAT IS INDICATED BY THE NOUN: make an assumption; make an attempt; make a fuss; make a mess; make an effort; make a note; make a wish; make a promise; make sense; make sure; make a move; make trouble

6. DECIDE, THINK UP, DESIGN, COMPOSE: make a decision; make a choice; make a request; make a speech; make a statement; make a will

7. EARN MONEY: make allowance (for); make a bargain; make ends meet; make a fortune; make a living; make money; make a profit

8. BRING TO SOME RESULT: make a mistake; make progress; make changes; make a difference; make it clear; make it a rule; make certain

Задание 78

1. DO SOMETHING/PERFORM WHAT IS INDICATED BY THE NOUN: do aerobics; do athletics; do crossword puzzles; do an exercise; do exercises; do one's hair; do homework; do justice; do magic; do maths; do miracles; do morning exercises; do morning gymnastics; do press-ups; do a sum; do sums; do wonders

2. DO WORK: do anything; do business with someone; do one's duty; do everything; do one's job; do nothing; do research; do something; do one's work

3. DO GOOD: do one's best; do damage; do a favour; do harm; do good; do mischief; do right; do the right thing; do well; do wrong

4. DO HOUSEWORK: do the cleaning; do the cooking; do the dishes; do housework; do the ironing; do the laundry; do the room; do the shopping; do the washing; do the windows

Задание 79

1. a, 2. c, 3. d, 4. b, 5. c, 6. a, 7. d, 8. a, 9. b, 10. d, 11. b, 12. b, 13. c, 14. c, 15. b

	Задание 80	Задание 81	Задание 82	Задание 83	Задание 84
1	decrease	investigation	feed	gardening	burn
2	increase	exploration	food	cropping	flash
3	develop	research	provide	cultivation	blush
4	improve	search	nourish	farming	shine
5	develop	exploration	provide	cultivation	shining
6	(has) decreased	investigation	food	gardening	burning
7	increased	search	nourish	cropping	blushed
8	improve	research	fed	farming	flashed

	Задание 85	Задание 86	Задание 87	Задание 88	Задание 89
1	quit	although	enough	convince	like
2	quick	otherwise	rarely	prove	alike
3	quiet	whatever	rather	explain	likely
4	quite	either	equally	announce	likable
5	quite	either	rather	announce	alike
6	quit	otherwise	enough	proved	like
7	quiet	although	equally	convinced	likable
8	quick	whatever	rarely	explained	likely

	Задание 90	Задание 91	Задание 92	Задание 93	Задание 94
1	as a result	travel	which	uncommon	among
2	because	trip	whose	unusual	along
3	on account	journey	what	odd	between
4	thanks to	expedition	who	peculiar	besides
5	because	voyage	which	unusual	along
6	as a result	cruise	who	peculiar	besides
7	on account	voyage	whose	uncommon	between
8	thanks to	travel	what	odd	among
9		cruise			
10		journey			
11		expedition			
12		trip			

	1	2	3	4	5	6	7
Задание 95	1	3	4	2	2	1	3
Задание 96	3	2	1	3	2	4	1
Задание 97	3	2	1	3	1	2	3
Задание 98	3	2	1	1	1	3	1

	1	2	3	4	5	6	7
Задание 99	3	3	1	2	4	1	3
Задание 100	4	1	2	2	2	3	4
Задание 101	3	2	1	1	4	1	1
Задание 102	3	1	2	1	4	1	4
Задание 103	3	4	1	1	4	1	1
Задание 104	3	1	2	1	2	1	4
Задание 105	2	1	4	3	1	4	3
Задание 106	2	1	3	1	2	4	1

Раздел 2. Чтение

Задание 1	Задание 2	Задание 3	Задание 4	Задание 5	Задание 6
4175382	7285146	1372856	8642157	2431765	2841765
Задание 7	Задание 8	Задание 9	Задание 10	Задание 11	Задание 12
8413725	7518364	3718462	6318274	1738625	3578624
Задание 13	Задание 14	Задание 15	Задание 16	Задание 17	Задание 18
351642	427653	576214	265731	156234	412635
Задание 19	Задание 20	Задание 21	Задание 22		
461357	416532	173265	352164		

	№ вопроса						
	1	2	3	4	5	6	7
Задание 23	3	1	4	3	3	3	2
Задание 24	2	1	1	2	4	3	2
Задание 25	3	4	2	2	4	1	1
Задание 26	3	2	3	1	3	3	2

	№ вопроса						
	1	2	3	4	5	6	7
Задание 27	3	2	1	1	4	1	3
Задание 28	4	2	2	1	3	3	1
Задание 29	3	4	2	1	4	2	4
Задание 30	1	2	3	1	2	4	3
Задание 31	2	4	1	4	1	2	3
Задание 32	1	3	3	2	4	2	1

Раздел 3. Аудирование

№ задания	1	2	3	4	5	6	7	8	9	10
Вариант ответа	2	3	1	2	3	2	1	3	2	3
№ задания	11	12	13	14	15	16	17	18	19	20
Вариант ответа	2	2	1	2	3	3	3	1	3	2

Задание 21	Задание 22	Задание 23	Задание 24	Задание 25
273145	751463	623451	542376	537126
Задание 26	Задание 27	Задание 28	Задание 29	Задание 30
721654	235174	365147	356214	247165

№ утверждения	Задание 31	Задание 32	Задание 33	Задание 34	Задание 35
1	Not Stated	False	False	False	True
2	False	Not Stated	True	Not Stated	Not Stated
3	True	True	Not Stated	True	False

Задание 36	Задание 37	Задание 38	Задание 39	Задание 40
1321212	1231132	1132123	2113113	3113212
Задание 41	Задание 42	Задание 43	Задание 44	Задание 45
1231132	1321211	2312111	3131122	2123322

	№ вопроса						
	1	2	3	4	5	6	7
Задание 46	1	2	3	1	3	2	3
Задание 47	3	1	2	2	1	3	3
Задание 48	1	3	2	1	3	1	2
Задание 49	2	3	2	1	1	2	3
Задание 50	1	2	3	2	1	3	3
Задание 51	1	1	3	3	1	1	2
Задание 52	1	1	2	3	2	3	1
Задание 53	1	3	3	1	2	3	3
Задание 54	1	2	3	1	3	3	2
Задание 55	1	2	2	2	2	2	3

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