

ЕГЭ

Е. С. Музланова

**за 30
дней**

АНГЛИЙСКИЙ ЯЗЫК

ЭКСПРЕСС-РЕПЕТИТОР

Е.С. МУЗЛАНОВА

ЕГЭ
за 30 дней
АНГЛИЙСКИЙ ЯЗЫК
ЭКСПРЕСС-РЕПЕТИТОР



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В пособии, адресованном выпускникам, абитуриентам и учителям, системно представлен курс английского языка в том объеме, в котором он проверяется на ЕГЭ.

Пособие рассчитано на 30 занятий, каждое из которых включает теоретический материал, примеры тестов и ответы к ним. Добросовестная работа с данным пособием поможет подготовиться к экзамену за 1 месяц и набрать максимальный балл при выполнении ЕГЭ по английскому языку.

УДК 373:811.111
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Тесты

Музланова Елена Сергеевна

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за 30 дней
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Цель пособия — помочь учащимся 10—11 классов и абитуриентам в кратчайшие сроки подготовиться к итоговой аттестации по английскому языку в форме единого государственного экзамена (ЕГЭ). Оно может быть также полезно и учителям, которые найдут в нем необходимый материал для работы на уроках. Задания составлены с учетом всех особенностей и требований ЕГЭ и ориентированы на адаптацию к тестовым технологиям контроля с учетом их нового формата и содержания.

Пособие построено по принципу школьного урока, на котором изучаются различные языковые аспекты, проверяемые на ЕГЭ. Весь материал разбит на **30 занятий (дней)**, каждое из которых включает разделы по изучению грамматики и лексики, а также по развитию специальных умений в аудировании, чтении или письме. Внутри занятия задания расположены по принципу нарастания сложности от заданий базового уровня до заданий высокого уровня, что необходимо учесть при распределении времени на их выполнение.

Весь необходимый для данного занятия теоретический и практический материал включен в каждый конкретный «день». В разделе «Проверь себя» даны ответы, которые можно использовать для самоконтроля. Кроме ключей к тестовым заданиям и лексико-грамматическим упражнениям, здесь приведены возможные варианты ответов на задания C1 (письмо личного характера) и C2 (сочинение с элементами рассуждения), которые помогут оценить уровень требований к выполнению заданий по письму.

Не рекомендуется заучивать наизусть представленные варианты ответов на задания C, так как в новых критериях оценивания заданий по письму особое внимание уделяется способности экзаменуемого самостоятельно продуцировать развернутое письменное высказывание. Если более 30% ответа имеет непродуктивный характер (т.е. текстуально совпадает с опубликованным источником или с другими экзаменационными работами), по критерию «Решение коммуникативной задачи» выставляется 0 баллов, и, соответственно, все задание оценивается в 0 баллов.

В КИМ ЕГЭ 2012 изменен план задания C2, в котором теперь выделяется 5 пунктов. В связи с постоянными изменениями в формате заданий экзамена и критериях их оценивания рекомендуется еще раз перед экзаменом уточнить требования по числу абзацев в сочинении и творчески перерабатывать представленные варианты ответов на задания C (см. www.fipi.ru).

В пособие включены **6 «дней» повторения**, в них учащиеся смогут практически применить полученные знания, выполняя полный вариант ЕГЭ. Предложенные варианты помогут составить представление о структуре предстоящего экзамена, числе, форме и уровне сложности заданий, а также выработать правильную стратегию для подготовки к экзамену.

Пособие может использоваться как для работы на уроках, так и для самостоятельного контроля знаний и подготовки к единому государственному экзамену. Работая с тренировочными упражнениями, учащиеся смогут выработать индивидуальную стратегию выполнения экзаменационной работы.

Учебное пособие поможет учащимся подготовиться к успешной сдаче единого государственного экзамена и набрать наибольшее количество баллов.

Желаем успеха!

В этом уроке вы:

- вспомните правила образования притяжательного падежа и множественного числа существительных;
- научитесь образовывать существительные с помощью суффиксов *er, or, ance, ence, ship, sion, tion, ty/ity*;
- разовьете навыки чтения с пониманием основного содержания (задание В2).

1. ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ СУЩЕСТВИТЕЛЬНЫХ

Притяжательный падеж образуется путем прибавления апострофа (') и окончания 's' к существительным в единственном числе, а также к существительным во множественном числе, которые не оканчиваются на 's':

Jack's book, St. James's park, the doctor's advice, the children's toys

К существительным во множественном числе, которые оканчиваются на s, прибавляется только апостроф ('):

the girls' books, the lawyers' clients

Неодушевленные существительные, как правило, передают значение принадлежности с помощью предлога *of*:

the first chapter of the novel, the cost of living.

Однако есть некоторые группы неодушевленных существительных, которые употребляются в притяжательном падеже:

а) названия стран, городов, месяцев, дней недели

Russia's economy, Moscow's skyline, February's birthstone, Sunday's paper

б) меры времени и расстояния

yesterday's newspaper, a day's wait, a fortnight's holiday, two kilometres' distance

в) названия магазинов, салонов, ресторанов

the butcher's, the hairdresser's, McDonald's restaurant

г) слова *sun, moon, Earth, world, country, city, town, company*

the world's climate, the country's economy, the company's office

1.1. Поставьте существительные в притяжательный падеж.

Пример: *the book of a girl — a girl's book*

- | | |
|--------------------------------|---------------------------------|
| 1. the car of my father | 6. the lives of the people |
| 2. the room of his sisters | 7. The clothes of those women |
| 3. the books of the children | 8. the hat of the policeman |
| 4. the restaurant of Mr. Brigg | 9. the policy of Finland |
| 5. the names of my brothers | 10. the oldest car in the world |

2. МНОЖЕСТВЕННОЕ ЧИСЛО СУЩЕСТВИТЕЛЬНЫХ

Существительные могут быть как *исчисляемыми* (их можно посчитать), так и *неисчисляемыми* (их посчитать нельзя).

Неисчисляемые существительные не употребляются с неопределенным артиклем и имеют только форму единственного или только форму множественного числа. Различают следующие группы неисчисляемых существительных:

Группа	Примеры существительных	Примечание
Жидкости	blood, tea, coffee, milk, etc	Согласуются с глаголом в единственном числе
Продукты питания	bread, butter, flour, food, fish (как продукт питания), meat, sugar, rice, salt, etc	
Материалы	coal, glass, ice, iron, sand, etc	
Газы	air, oxygen, smoke, etc	
Явления природы	darkness, hail, heat, rain, snow, humidity, etc	
Учебные предметы	Chemistry, Economics, Literature, Mathematics, Physics, etc	
Языки	Chinese, English, French, etc	
Игры	billiards, chess, golf, soccer, tennis, etc	
Болезни	flu, measles, mumps, etc	
Абстрактные существительные	accommodation, advice, anger, applause, assistance, behaviour, business, chaos, countryside, courage, damage, dirt, education, evidence, housework, homework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, wealth, work, etc	
Собирательные существительные	baggage, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, stationery, time, hair, etc	
Парные существительные	garments (pyjamas, trousers etc), tools (scissors etc), instruments (binoculars, compasses, spectacles, etc)	Согласуются с глаголом во множественном числе
Неисчисляемые существительные, имеющие форму только множественного числа	arms, ashes, barracks, clothes, congratulations, earnings, (good) looks, outskirts, people, police, premises, riches, stairs, surroundings, wages, etc	
Групповые существительные	army, audience, class, club, committee, company, council, crew, crowd, headquarters, family, jury, government, press, public, staff, team, etc	За этими существительными может следовать глагол как в единственном, так и во множественном числе

С выражениями **времени, расстояния или денег**, рассматриваемыми как «одно целое», используется глагол в единственном числе:

Three miles is a long way to go.

Two years is long to wait.

Nine thousand pounds is too much to spend on.

Исчисляемые существительные имеют форму как единственного, так и множественного числа. Многие неисчисляемые существительные можно сделать исчисляемыми, добавив к ним разделительное слово, например:

a piece of paper / cake / advice / information / furniture;

a slice / loaf of bread;

a piece of news, etc.

Исчисляемые существительные образуют множественное число путем прибавления окончания:

-s	к большинству существительных	dogs, boys, months
	к существительным, оканчивающимся на гласную + 'о' или на двойную 'о'	radios, videos, zoos
	к сокращениям , оканчивающимся на 'о'	photos, autos, kilos, memos
	к названиям музыкальных инструментов , оканчивающимся на 'о'	pianos, cellos, banjos
	к именам собственным	Eskimos
-es	к остальным существительным, оканчивающимся на -о	tomatoes, potatoes, heroes, echoes, negroes
	к существительным, оканчивающимся на -s, ss, x, ch, sh	foxes, dresses, churches, buses, dishes
-ies	к существительным, оканчивающимся на согласную + y (y меняется на i + es)	cities, countries, ladies, flies, babies, nannies
-ves	к существительным, оканчивающимся на -f/-fe (f/fe меняется на v + es)	lives, leaves, wolves, wives, scarves, halves
	Но:	chiefs, roofs, proofs, cliffs, safes, beliefs, handkerchiefs

Исключения:

Особые формы множественного числа существительных	man — men , woman — women , child — children , ox — oxen , foot — feet , tooth — teeth , goose — geese , louse — lice , mouse — mice , sheep — sheep , deer — deer , trout — trout , swine — swine , salmon — salmon , spacecraft — spacecraft , means — means , species — species , series — series , fish — fish/fishes , fruit — fruit/fruits
Составные существительные образуют множественное число путем прибавления окончания -s/-es	ко второму существительному, если составное существительное состоит из двух существительных (shopkeeper — shopkeepers) или образуют множественное число как соответствующие им исключения (seaman — seamen , businesswoman — businesswomen)
	к существительному, если составное существительное состоит из прилагательного и существительного (frying pan — fryingpans)
	к первому существительному, если составное существительное состоит из двух существительных, соединенных предлогом (brother-in-law — brothers-in-law)
	к последнему слову, если составное существительное образовано не из существительных (grown-up — grown-ups)

2.1. Напишите множественное число следующих существительных.

- | | | | |
|---------------|------------|-----------|-------------|
| 1. church | 7. boy | 13. Foot | 19. country |
| 2. difficulty | 8. woman | 14. dress | 20. tooth |
| 3. mouse | 9. deer | 15. radio | 21. hero |
| 4. month | 10. leaf | 16. ox | |
| 5. child | 11. goose | 17. fish | |
| 6. roof | 12. potato | 18. wolf | |

2.2. Напишите множественное число следующих существительных.

- | | | | |
|--------------|------------|----------------|-----------|
| 1. bench | 7. play | 13. means | 19. kilo |
| 2. celebrity | 8. scarf | 14. photo | 20. party |
| 3. louse | 9. belief | 15. Englishman | 21. echo |
| 4. bath | 10. sheep | 16. swine | |
| 5. woman | 11. half | 17. activity | |
| 6. safe | 12. tomato | 18. thief | |

2.3. Вставьте *is* или *are*.

1. Your trousers _____ in the wardrobe.
2. Where _____ his scissors?
3. There _____ a lecture on history today.
4. The shopping _____ heavy.
5. Where _____ my gloves?
6. This information _____ correct.
7. His hair _____ brown.
8. My socks _____ in the drawer.
9. Our furniture _____ very cheap.
10. His accommodation _____ luxurious.
11. Evidence _____ needed before the trial can continue.
12. The news _____ very exciting.
13. Mumps _____ a common illness among children.
14. My glasses _____ on the table.
15. Chinese _____ difficult to learn.
16. Where _____ the kitchen scales?
17. Billiards _____ a popular game.
18. His work _____ very interesting.
19. People _____ starving in some countries.
20. Education _____ the key to his success.

2.4. Выберите правильную форму глагола.

1. The stairs (was/were) very steep.
2. Economics (is/are) a very interesting subject.
3. His luck (was/were) a surprise for us.
4. Fish (is/are) my favourite food.
5. Step aerobics (have/has) recently taken off.
6. His advice (was/were) really useful.
7. Where (is/are) my glasses? I can't see anything.
8. This information (was/were) very strange.
9. There (is/are) toast on the dish.
10. Where (was/were) your belongings?
11. Athletics (is/are) very popular nowadays.
12. Radio news (give/gives) us less information than television news.
13. Fast food (makes/make) people fat.
14. Her knowledge of English (is/are) excellent.

15. The money we have (is/are) enough to buy a new flat.
16. The police (is/are) collecting evidence to convict him.
17. Measles (is/are) rather dangerous for adults.
18. Most people (enjoy/enjoys) travelling nowadays.
19. The government (is/are) passing new laws.
20. His good looks (help/helps) him in any situation.

2.5. Прочитайте текст и преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

One of the most striking (1)_____ in family structure over the last twenty years has been the increase of single parent (2)_____. Due to high divorce (3)_____ and adults choosing not to marry, this is currently the fastest growing family form in most developed (4)_____. More than half of all youngsters will spend some of their (5)_____ in a single-parent family. Currently, 88 percent of these households are headed by (6)_____. Research shows that (7)_____ living with a single parent tend to be more active and have more (8)_____ such as shopping, cooking or washing the (9)_____. One possible reason is that they are usually more involved in decision-making (10)_____.

CHANGE

FAMILY, RATE

**COUNTRY
LIFE**

**WOMAN, CHILD
DUTY
DISH**

ACTIVITY

3. СЛОВООБРАЗОВАНИЕ — СУЩЕСТВИТЕЛЬНЫЕ

3.1. Образуйте существительные от следующих слов и разбейте их по категориям.

Member, define, help, assist, appreciate, visit, impress, distant, win, hostile, censor, resolve, differ, law, possible, revise, perform, begin, relate, persist, stable, explain, prefer, collide, act, companion, active, sail, innocent, important, supervise, survive, honest, leader, invade, allow, research, intelligent, edit.

Суффикс	-er	-or	-sion	-tion	-ship	-ance	-ence	-ty/-ity
Существительные					membership			

3.2. Заполните таблицу соответствующими существительными, образованными от выделенных слов.

Определение	Существительное
1. A person who takes <i>photographs</i> .	
2. The relationship you have with your <i>friend</i> .	
3. A person who <i>drives</i> a car.	
4. The action of <i>persuading</i> someone.	
5. <i>Violent</i> action or behaviour.	
6. A person who <i>writes</i> books.	
7. The act of <i>dividing</i> something.	
8. Something people do when they are <i>active</i> .	

Определение	Существительное
9. Someone who <i>visits</i> museums and galleries.	
10. The quality of being <i>important</i> .	

3.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Families are the (1)_____ of society. There are many places to gather (2)_____ on family and a (3)_____ of forms that it exists in. The family form is merely the physical makeup of the family members in (4)_____ to each other without respect to roles and function. Most of the time when a person thinks of the (5)_____ of a family, the image of a mother, father and children is what comes into the mind. That is actually a nuclear family. Extended family is when a nuclear family or single-parent family lives with any extended family members. In these families grandparents often take a primary (6)_____ for child care, particularly when both parents work. There is a great (7)_____ in lifestyle and traditions between these two main types.

**FOUND
INFORM, VARY**

RELATION

DEFINE

RESPONSIBLE

DIFFER

3.4. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

The increasing use of public high school exit exams is one (1)_____ of the current movement in U.S. public schooling toward (2)_____ and more explicit standards of (3)_____. Raising the bar for the standards of (4)_____ creates incentives both for students to work harder in school and for (5)_____ to increase their (6)_____ to low-achieving students. Such incentives should most strongly affect the (7)_____ of students who fail an exit exam the first time they take the test and increase their (8)_____. However, raising standards makes tests more challenging and increases the (9)_____ of failing a test. That is why no official (10)_____ have yet been made about changes to the existing requirements.

**MANIFESTATE
ACCOUNTABLE
INSTRUCT
GRADUATE
TEACH
ASSISTANCE
MOTIVATE
PERSIST
POSSIBLE
DECIDE**

4. ЧТЕНИЕ С ПОНИМАНИЕМ ОСНОВНОГО СОДЕРЖАНИЯ (задание В2)

Полезные советы:

- Это задание не требует внимательного вдумчивого чтения. Используйте приемы просмотрового и поискового чтения.
- Прочитайте быстро текст, чтобы понять основное содержание.

- Не волнуйтесь, если вы не знаете некоторых слов. Возможно, они не играют важной роли в определении общего смысла текста.
- Прочитав отрывок, определите его основную идею, а затем подберите заголовок, который ближе всего её отражает.
- Помните, что в заголовке не обязательно будут те слова, которые встречаются в тексте. Скорее всего, основная мысль будет выражена другими словами.
- Не забудьте, что есть лишний заголовок. После того, как вы подобрали заголовки ко всем текстам, убедитесь, что оставшийся заголовок не подходит ни к одному отрывку.

4.1. Прочитайте рекомендации ученых как построить счастливую семью. Установите соответствие между заголовками 1—8 и текстами A—G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. Head-and-heart Listening
2. Clear Responsibilities
3. Family Discussions
4. Flexibility

5. Balanced Communication
6. Caring and Appreciation
7. Family Roots
8. Encouragement

A. Building a successful family is like building a home. Both need a plan. A successful family based on unity and love takes careful planning, but it's worth every moment. The best way to be organized as a family is to talk about family matters. By doing this, families enjoy a special closeness and stability. Choosing to spend time with your family sends a message more powerful than words. Memories made together during this time will bond and sustain your family through the years.

B. Family traditions promote feelings of warmth and unity. Trace your family tree and collect all the photographs of your ancestors that you can find. Public libraries and bookstores have books on genealogy for you to get you started. Compile a family oral history. Ask older relatives to talk about their parents and childhood and record their comments. Then transcribe the tapes and send copies to aunts and uncles, grandparents and cousins. These stories contain a glimpse of the past that would be lost otherwise.

C. How much time should families spend together? That varies from family to family. Families with young children usually spend most of their time together because young children need a great deal of physical care and guidance. Families with teenagers may spend less time together because teens naturally want to spend more time with their friends. Healthy families keep a good balance between "too much" and "not enough" time together. They spend enough time to satisfy all family members.

D. Strong families take time to talk to one another. They share their hopes and dreams, feelings and concerns. This involves listening beyond words to the meanings and feelings attached to them. A good listener can better understand and respond to the needs and concerns of others. It means laying aside personal views and really trying to understand the other person's point of view. Even if you don't agree with their opinion, you can make sure you understand them before responding.

E. Members of successful families feel they really belong in their family. Family members feel accepted for what they are and promote one another's self-esteem. They celebrate their victories and help each other learn from mistakes. Sometimes life gets rough and we need all the support we can get. A cheering word from a family member can really come in handy. Put the words on sticky notes and stick them in places where they can be easily found.

F. Strong families develop predictable routines, roles, and rules that govern everyday life and provide for continuity and stability. Reasonably stable patterns empower a

family to deal with the many challenges inevitable in family life; without such patterns, chaos would result. At the same time, strong families adapt relationships and family rules when needs arise. The varied circumstances of family life may necessitate individual adaptation. Since no family knows what tomorrow will bring, being adaptive is a good trait for family members to develop.

G. Recent studies affirm the importance of love in families. Research shows that expressions of affection towards children reduce problem behaviours and enhance children's development. Strong families notice and share positive aspects of each member. They notice the talents, skills and achievements, special qualities, and characteristics that make the other person unique. They find ways to be positive even when another family member makes a mistake and make a conscious effort to develop closeness and show love at home.

A	B	C	D	E	F	G

4.2. Выпишите из текста синонимы к следующим словам и словосочетаниям.

- | | |
|--------------|---------------------|
| 1. maintain | 6. encouraging |
| 2. encourage | 7. difficulties |
| 3. differs | 8. change gradually |
| 4. to suit | 9. conditions |
| 5. react | 10. improve |

4.3. Прочитайте короткие тексты о спорте и спортсменах. Установите соответствие между заголовками 1 — 8 и текстами A — G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- | | |
|------------------------------|--------------------------|
| 1. Various Applications | 5. A Sport or a Hobby? |
| 2. Changing Styles | 6. Unexpected Victory |
| 3. Benefits of Sport | 7. Breaking World Record |
| 4. Choosing Proper Equipment | 8. Challenging Sport |

A. Playing sports is a great way to make exercise fun and help children to develop healthy habits. Sports can also help children improve their agility, balance, and coordination. Participating in sports can help build a child's self-esteem. Studies show that children who play sports work harder in the classroom. Children also learn problem-solving skills and time management skills when they are part of a team.

B. Late last week BMX legend, Kevin Robinson, made history by flying higher than any human has ever gone on a BMX bike as part of Red Bull Experiment in New York City!

Thousands of fans and spectators were on-site to catch all the action. This awesome feat had been a lifelong dream of Kevin's which until now no one else has ever been able to pull off!

C. American tennis star Venus Williams has lost her place at the Madrid Open when she was beaten in the second-round part of the contest by Russian teenager Alisa Kleybanova.

Williams is the current world number three and her 19-year-old opponent was unseeded so the defeat came as a big shock. Williams said she thought Kleybanova had won "by just being aggressive from both sides of the court."

D. Skateboarding traces its roots to the seventies but it really reached the peak of its popularity in the mid-eighties to the present when major skateboard manufacturers

propelled it to new heights. First, they started with half-pipe and vert ramp skateboarding. As the years went by, the focus shifted to street skateboarding, which brought about a few changes in deck shape and wheel size.

E. While the majority of scuba diving is recreation, there are those that do it for a living as well. Scientific exploration and research is another area with a lot of scuba diving demand. They spend a lot of time in the water watching sea life cycles, and how microorganisms fit the whole underwater environment. There are also others that work in constructing underwater platforms that are often used for research as well as off-shore oil.

F. Surfing is a sport which is undertaken by almost every individual in the U.S. This term is often referred to as a surface water sport in which the person surfing is carried along the face of a breaking ocean wave standing on a surfboard. Surfboards can also be used on rivers on standing waves. Some people practise this as a hobby while others become professional surfers.

G. If you're interested in snowboarding, you will need to find out which length and width board is best for you. Both of these factors are critical to the success of snowboarding. Be aware that shorter boards are easier to manoeuvre, therefore making them great if you are just learning to snowboard. When it comes to width, it is important to consider foot size when choosing the width of a board.

A	B	C	D	E	F	G

4.4. Выпишите из текста синонимы к следующим словам и словосочетаниям.

- | | |
|---------------------------------------|------------------------|
| 1. ability to move quickly and easily | 6. moved to |
| 2. viewers of a sports event | 7. leisure |
| 3. overwhelming | 8. as a job |
| 4. failure to win | 9. need or requirement |
| 5. origins | 10. significant |

ПРОВЕРЬ СЕБЯ

1.1. 1. my father's car; 2. his sisters' room; 3. the children's books; 4. Mr. Brigg's restaurant; 5. my brothers' names; 6. the people's lives; 7. those women's clothes; 8. the policeman's hat; 9. Finland's policy; 10. the world's oldest car

2.1. 1. churches; 2. difficulties; 3. mice; 4. month; 5. children; 6. roofs; 7. boys; 8. women; 9. deer; 10. leaves; 11. geese; 12. potatoes; 13. feet; 14. dresses; 15. radios; 16. oxen; 17. fish/fishes; 18. wolves; 19. countries; 20. teeth; 21. heroes

2.2. 1. benches; 2. celebrities; 3. lice; 4. baths; 5. women; 6. safes; 7. plays; 8. scarves; 9. beliefs; 10. sheep; 11. halves; 12. tomatoes; 13. means; 14. photos; 15. Englishmen; 16. swine; 17. activities; 18. thieves; 19. kilos; 20. parties; 21. echoes

2.3. 1. are; 2. are; 3. is; 4. is; 5. are; 6. is; 7. is; 8. are; 9. is; 10. is; 11. is; 12. is; 13. is; 14. are; 15. is; 16. are; 17. is; 18. is; 19. are; 20. is

2.4. 1. were; 2. is; 3. was; 4. is; 5. has; 6. was; 7. are; 8. was; 9. is; 10. were; 11. is; 12. gives; 13. makes; 14. is; 15. is; 16. are; 17. is; 18. enjoy; 19. is; 20. help

2.5. 1. changes; 2. families; 3. rates; 4. countries; 5. lives; 6. women; 7. children; 8. duties; 9. dishes; 10. activities

3.1. *-er* — helper, winner, lawyer, beginner, researcher, performer, invader

-or — visitor, actor, sailor, survivor, editor, supervisor

-sion — impression, revision, collision, supervision, invasion

-tion — definition, appreciation, resolution, relation, explanation, action, edition

-ship — membership, censorship, relationship, companionship, leadership

-ance — assistance, distance, performance, importance, allowance

-ence — difference, persistence, preference, innocence, intelligence

-ty/-ity — hostility, possibility, stability, activity, honesty

3.2. 1. a photographer; 2. friendship; 3. a driver; 4. persuasion; 5. violence; 6. a writer; 7. division; 8. an activity; 9. a visitor; 10. importance

3.3. 1. foundation; 2. information; 3. variety; 4. relationship; 5. definition; 6. responsibility; 7. difference

3.4. 1. manifestation; 2. accountability; 3. instruction; 4. graduation; 5. teachers; 6. assistance; 7. motivation; 8. persistence; 9. possibility; 10. decisions

4.1. 3751846

4.2. 1. sustain; 2. promote; 3. varies; 4. to satisfy; 5. respond; 6. cheering; 7. challenges; 8. adapt; 9. circumstances; 10. enhance

4.3. 3762154

4.4. 1. agility; 2. spectators; 3. awesome; 4. defeat; 5. roots; 6. shifted to; 7. recreation; 8. for a living; 9. demand; 10. critical/important

День 2

В этом уроке вы:

- выучите правило образования степеней сравнения прилагательных;
- научитесь образовывать прилагательные с помощью суффиксов *al, able, ic, ive, ful, less, ous, y*;
- разовьете навыки аудирования с пониманием основного содержания прослушанного текста (задание В1).

1. СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ

Образование степеней сравнения прилагательных

Группы прилагательных	Степени сравнения прилагательных		
	Положительная	Сравнительная	Превосходная
Односложные и некоторые двусложные прилагательные, оканчивающиеся на <i>y</i>	прилагательное cheap big happy nice	прилагательное + <i>er</i> cheaper bigger happier nicer	(the) прилагательное + <i>est</i> (the) cheapest (the) biggest (the) happiest (the) nicest
Остальные двусложные и многосложные прилагательные	прилагательное expensive serious correct	<i>more/less</i> + прилагательное <i>more/less</i> expensive <i>more/less</i> serious <i>more/less</i> correct	(the) <i>most/the least</i> + прилагательное (the) <i>most/the least</i> expensive (the) <i>most/the least</i> serious (the) <i>most/the least</i> correct
Исключения	good bad many/much little far old late	better worse more less farther/further older/elder later/ latter	(the) best (the) worst (the) most (the) least (the) farthest/(the) furthest (the) oldest/(the) eldest (the) latest/(the) last

Степени сравнения прилагательных

Степень прилагательного	Употребляется с выражениями	Примеры
Положительная	as ... as — такой же как not so (as) ... as — не такой ... как	Tom is <i>as</i> tall <i>as</i> Mike. Bill is <i>not so</i> tall <i>as</i> Mike.

Степень прилагательного	Употребляется с выражениями	Примеры
Сравнительная	than — чем the, the ... — чем ..., тем ... even — даже (для выражения меняющейся ситуации) it's getting ... — становится ...	Sam is taller <i>than</i> Mike. <i>The sooner, the better.</i> That test was not easy. This one is <i>even more difficult</i> . In autumn, the days <i>are getting shorter and shorter</i> .
Превосходная	in my class — в классе in Russia — в России in the world — в мире of all — из всех I have ever seen — который я когда-либо видел I have ever read — которую я когда-либо читал С превосходной степенью употребляется определенный артикль the	Sam is the tallest boy in my class . Everest is the highest mountain in the world . He is the smartest of all my friends. This is the most boring film I've ever seen . This is the best book I've ever read .

1.1. Напишите две степени сравнения следующих прилагательных.

- | | | | |
|--------------|----------------|---------------|------------|
| 1. cold | 5. good | 9. bad | 13. hungry |
| 2. big | 6. comfortable | 10. nice | 14. hot |
| 3. wonderful | 7. easy | 11. new | 15. little |
| 4. happy | 8. fat | 12. expensive | |

1.2. Напишите две степени сравнения следующих прилагательных.

- | | | | |
|-------------|-------------|---------------|------------|
| 1. cheap | 5. pretty | 9. late | 13. old |
| 2. far | 6. red | 10. bad | 14. sleepy |
| 3. hot | 7. noisy | 11. difficult | 15. thin |
| 4. cheerful | 8. terrible | 12. few | |

1.3. Употребите правильную форму прилагательного в скобках.

- Your English is improving. It's getting (good) and (good).
- Who is the (famous) person in the world?
- The meal cost (little) than I expected.
- Are you the (old) in your family?
- There are (few) public holidays in Great Britain than in other European countries.
- He was as (white) as a sheet.
- This cartoon is (funny) than that one.
- Who is the (good) student in the class?
- It was an awful day. It was the (bad) day of my life.
- Jane is two years (old) than Jack.
- She is not so (nervous) as her brother.
- It is the (busy) time of the year.
- I'd like to have a (big) car than my old one.
- That's the (far) I've ever run.
- The exam was quite difficult — (difficult) than we expected.
- The (great) national holiday in our country is Victory Day.
- Hard beds are (healthy) than soft ones.
- She is the (slim) girl in our group.
- Which month is the (short) in a year?
- What is the (late) news?

1.4. Употребите правильную форму прилагательного в скобках.

1. These cakes are probably (good) in the world.
2. I am (happy) than I have ever been.
3. The game will certainly be much (exciting) than it was last year.
4. For (far) information, please write to the above address.
5. (Old) member of her family is her Granny.
6. He did very badly in the exam — (bad) than I had expected.
7. He was (fat) man I had ever met.
8. This is (attractive) room in the whole house.
9. Our new house is (big) than the one we used to live in.
10. Jill can run as (fast) as Jack.
11. My brother has (much) money than I have.
12. This is (bad) weather so far this year.
13. Travelling by train is (comfortable) than travelling by bus.
14. The bedroom isn't as (light) as the living-room.
15. Tom is (reserved) boy in this class.
16. It's getting (hard) and (hard) to find a job nowadays.
17. Summer is (dry) period of the year.
18. "What time shall we leave?" "The (soon), the (good)."
19. It's (cheap) to go by car than by train.
20. Tom looks (old) than he really is.

1.5. Употребите правильную форму прилагательного в скобках.

1. This exercise is too easy — can't we try a (difficult) one?
2. England's too cold in spring — let's go to Spain where it's much (warm).
3. She comes top in all the exams — she must be (clever) girl in the class.
4. The temperature in July reaches 44 degrees — it's (hot) month of the year.
5. Let's buy this video — it doesn't cost that much — it's (cheap) than the other one.
6. This book is not so (interesting) as that one.
7. California certainly has a (healthy) climate than New York.
8. When I passed my driving test, it was (happy) day of my life.
9. Lying down in bed is (comfortable) than sitting on a hard chair.
10. That's (exciting) story I've ever heard.
11. I'd like to have a (good) pen that this one.
12. She is (young) daughter in the family.
13. Australia is much (far) from Europe than I thought.
14. The (early) we start working, the (soon) we'll finish.
15. This is (bad) restaurant in town; I'll never come here again.
16. Actions speak (loud) than words.
17. The (good) things in life are free.
18. She was (boring) person at the party and I sat next to her all evening. It was awful.
19. I have a (bad) headache today than I did yesterday.
20. You're as (bad) as your sister.

1.6. Прочитайте текст и преобразуйте прилагательные, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

A lot of people travel nowadays. It's not surprising because distances between countries are becoming (1)_____ due to the development of transport. The main forms of public transport are buses, trains, ships and aeroplanes. Each of them has its pros and cons.

SHORT

Of course, air travel is (2)_____ than other means of transport. However, flying often involves delays and cancellations. You often spend (3)_____ time getting to and from the airport than actually flying. Besides, air travel is the (4)_____ form of modern transport. It could be said that flying is (5)_____ than other forms of public transport if you have to visit another country or continent. In other cases, it is (6)_____ to go by train.

Travelling by train is one of the (7)_____ means of travelling. First of all, it's (8)_____ than travelling by air. Besides, modern trains are (9)_____ than in the past.

In my opinion, the (10)_____ way of travelling is travelling by ship, which is very exciting. If the weather is fine, you can relax on the large sun deck and enjoy the panoramic view of the sea.

FAST

**MUCH
EXPENSIVE
EFFICIENT**

PRACTICAL

**POPULAR
CHEAP
COMFORTABLE
GOOD**

1.7. Прочитайте текст и преобразуйте прилагательные, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

Lots of people travel to New York because it is the (1)_____ city in the US. Perhaps, with all its suburbs, it is the (2)_____ city in the world. Moreover, it is one of the (3)_____ industrial cities in the country. Another reason for travelling is its sights. Some of the (4)_____ historic buildings are situated there. Some of the buildings in New York City are (5)_____ buildings in the whole world.

Now New York includes five boroughs: Manhattan, the Bronx, Queens, Brooklyn and Richmond. Manhattan is the (6)_____ in size but it is the heart and source of American policy. Perhaps, (7)_____ office buildings in the world are there.

The Bronx is a (8)_____ than industrial part of the city. Queens is both a residential and industrial area. New York's two (9)_____ airports of all are both there. Brooklyn has (10)_____ people than any other part of the city — about 3, 000, 000. It is mostly a district of middle class people.

New York has the (11)_____ number of factories, the (12)_____ banks and corporations. It sends out many letters and receives the (13)_____ mail bags. It is truly the (14)_____ business city.

New York is also called the cultural capital of the USA. There are a lot of museums in New York. One of the (15)_____ known is the Metropolitan Museum of Art. All in all, there are so many things to see in New York that it's impossible to be bored there.

**BIG
LARGE
IMPORTANT**

**OLD
HIGH**

**SMALL
EXPENSIVE
RESIDENTIAL**

**BUSY
MANY**

**GREAT
WEALTHY
HEAVY, FAMOUS**

GOOD

2. ПРИЛАГАТЕЛЬНЫЕ, ОКАНЧИВАЮЩИЕСЯ НА ing/ed

Прилагательное с окончанием **-ing** употребляется, когда оно характеризует лицо или предмет:

This book is rather *interesting*.

The football match was really *exciting*.

Прилагательное с окончанием **-ed** употребляется, когда оно характеризует чьё-либо воздействие на лицо или предмет:

I was *interested* by the book.

We were *excited* by the results of the match.

2.1. Выберите правильное слово.

1. I'm (interesting/interested) in collecting stamps.
2. Everyone is (depressed/depressing) by the awful weather.
3. I think that airports are (exciting/excited) places.
4. I'm (tired/tiring). I think I'll go to bed.
5. The journey was (exhausted/exhausting)!
6. It's not (surprising/surprised) that she's busy. She's got six children.
7. The teacher was (annoying/annoyed) because I had forgotten to do my homework.
8. He loved that museum — he thought it was (fascinating/fascinated).
9. We went to the cinema but I was very (boring/bored) because I had seen that film before.
10. I like this monkey. It is very (amused/amusing).

2.2. Выберите правильное слово.

1. The book was so (exciting/excited) that I couldn't put it down.
2. I was very (disappointing/disappointed) not to get the job.
3. I didn't want to tell my sister that I'd borrowed her car, as I knew she would be (annoying/annoyed).
4. I didn't want to study history, but in the end I thought it was (fascinating/fascinated).
5. I just sat in front of the TV all evening. My day had been really (tiring/tired).
6. Failing my driving test was one of the most (disappointing/disappointed) experiences in my life.
7. I wish he'd be quiet. He's so (annoying/annoyed).
8. After watching the documentary on global warming, we all felt a bit (depressing/depressed).
9. Many people think hill walking is very energetic, but I find it very (relaxing/relaxed).
10. The children were really (exciting/excited) about opening their presents.

2.3. Выберите правильное слово.

1. I was so hurt when he said I was (boring/bored).
2. He works very hard. It's not (surprising/surprised) that he is always tired.
3. We were (shocking/shocked) when we heard the news.
4. I didn't find the situation funny. I was not (amusing/amused).
5. The journey was really (exciting/excited). I enjoyed it.
6. I am not keen on golf. When I played it, I was really (boring/bored).
7. She has really learnt very fast. She has made (astonishing/astonished) progress.
8. Tom is very good at telling funny stories. He can be very (amusing/amused).
9. When we heard the news, we didn't know what to do. The news was (shocking/shocked).
10. The weather forecast was (terrifying/terrified). The (worrying/worried) authorities cancelled the match.

2.4. Вставьте прилагательные из рамки в текст.

worried	interesting	surprised	boring	interested
surprising	bored	exciting	disappointed	amusing

1. What programme are you watching? Is it _____ ?

2. "I'm going on a safari in Africa!" "Really? How _____!"
3. What time did you get home last night? I didn't know where you were. I was very _____ about you.
4. The children are _____ and they don't know what to do.
5. It is quite _____ that he has passed the exam.
6. I was _____ with the film. I expected it to be much better.
7. I don't want to read this book. It is _____.
8. The cartoon was very _____. I laughed a lot.
9. I don't want to go to the match. I'm not _____ in football.
10. We were very _____ when we heard the news.

3. СЛОВООБРАЗОВАНИЕ — ПРИЛАГАТЕЛЬНЫЕ

3.1. Образуйте прилагательные от следующих слов и разбейте их по категориям.

Disaster, limit, finance, beauty, comfort, expense, aim, benefit, desire, stress, effect, fantasy, sun, adventure, help, health, type, harm, science, dirt, fame, history, anger, use, suit, culture, ambition, impress, energy, success, meaning, economy, destroy, luck, change, anxiety, home, decide, recreation, drink.

Суффикс	-ous	-ic	-al	-y	-ful	-less	-able	-ive
Прилагательные	<i>disastrous</i>							

3.2. Заполните пропуски прилагательными, образованными от слов, напечатанных в конце строк заглавными буквами.

- | | |
|--|------------------|
| 1. It is a very _____ road. | DANGER |
| 2. It was so _____ that she couldn't see anything. | FOG |
| 3. Everyone knows this actress. She is very _____. | ATTRACT |
| 4. This cabin is very _____. | COMFORT |
| 5. Chamonix is a _____ skiing resort in the French Alps. | FAME |
| 6. Great Britain is an _____ country. | INDUSTRY |
| 7. She plays the guitar and she is very _____. | MUSIC |
| 8. Her mother is very _____. She always tries to save money. | ECONOMY |
| 9. The National Gallery is in the _____ part of the city. | CENTRE |
| 10. The guide was very _____ and answered all our questions. | KNOWLEDGE |

3.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

- Global tourism is big business. It can bring substantial
 (1) _____ gain to developing regions. But what are the
 (2) _____ effects of tourism?
- The Mediterranean is the (3) _____ sea in the whole world. Most popular resorts are polluted: litter has become a (4) _____ problem. A lot of ancient monuments are being destroyed by the (5) _____ march of tourists. For example, the (6) _____ ancient paintings at Lascaux in France were being slowly ruined by the breath and bacteria from 200,000 visitors a year until they were closed to the public. Many of great European cities are now finding that their (7) _____ centres are fast becoming occupied by tourists with clicking cameras and left by all local residents except for the souvenir sellers.
- | | |
|--|-------------------|
| | ECONOMY |
| | HARM |
| | DIRT |
| | GLOBE |
| | END, VALUE |
| | ECONOMY |

So what's the way out? No doubt tourism should be given a (8)_____ direction. Governments should create special programmes to support local residents and to protect (9)_____ monuments. (10)_____ groups should work together to assure that tourism can maintain long-term benefits.

HUMANISM
CULTURE
ENVIRONMENT

4. АУДИРОВАНИЕ С ПОНИМАНИЕМ ОСНОВНОГО СОДЕРЖАНИЯ ПРОСЛУШАННОГО ТЕКСТА (задание В1)

Полезные советы:

- Не следует ожидать, что вы услышите в высказываниях точно такие же слова, как в утверждениях А—G. Как правило, главная мысль фрагмента выражена другими словами и не копирует аудиотекст.
- В этом задании не требуется полного понимания текста, поэтому не следует волноваться, если темп речи высокий и вы не понимаете всех слов. Надо сосредоточить свое внимание на ключевых словах, выражающих основную мысль говорящего.
- Вы услышите запись дважды. После первого прослушивания следует отметить наиболее вероятные ответы. Во время второго прослушивания сконцентрируйте свое внимание на информации, которую вы упустили в первый раз или в правильности которой у вас есть сомнения.
- Следует помнить, что одно из утверждений является лишним. Во время второго прослушивания убедитесь, что это высказывание не подходит ни к одному аудиофрагменту.
- Не следует оставлять ни одного вопроса без ответа, даже если вы не уверены в его правильности. Используйте языковую догадку и положитесь на интуицию.

4.1. Подготовка к аудированию. Прочитайте утверждения 1—7 в задании 4.2 и подчеркните ключевые слова, определяющие различия между утверждениями.

4.2. Вы услышите мнения 6 подростков об идеальном друге. Установите соответствие между высказываниями каждого говорящего А—F и утверждениями, данными в списке 1—7.

Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. A perfect friend never gossips.
2. A friend in need is a friend indeed.
3. A perfect friend is not always ideal.
4. True friends always share everything with us.
5. A true friend will never abandon you.
6. A perfect friend is always honest.
7. A true friend is the greatest of all blessings.

Говорящий	A	B	C	D	E	F
Утверждение						

4.3. Подготовка к аудированию. Прочитайте утверждения 1—7 в задании 4.4 и подчеркните ключевые слова, определяющие различия между утверждениями.

4.4. Вы услышите мнения людей о путешествиях. Установите соответствие между высказываниями каждого говорящего А—F и утверждениями, данными в списке 1—7.

Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. Not everyone travels for learning's sake.
2. Travelling can be rather expensive.
3. Travel broadens the mind.
4. The best thing about travelling is communication with people.
5. Travel can change your attitude to life.
6. Travelling is the best teacher.
7. There is no place like home.

Говорящий	A	B	C	D	E	F
Утверждение						

ПРОВЕРЬ СЕБЯ

1.1. 1. colder, the coldest; 2. bigger, the biggest; 3. more wonderful, the most wonderful; 4. happier, the happiest; 5. better, the best; 6. more comfortable, the most comfortable; 7. easier, the easiest; 8. fatter, the fattest; 9. worse, the worst; 10. nicer, the nicest; 11. newer, the newest; 12. more expensive, the most expensive; 13. hungrier, the hungriest; 14. hotter, the hottest; 15. less, the least

1.2. 1. cheaper, the cheapest; 2. farther/further, the farthest/the furthest; 3. hotter, the hottest; 4. more cheerful, the most cheerful; 5. prettier, the prettiest; 6. redder, the reddest; 7. noisier, the noisiest; 8. more terrible, the most terrible; 9. later/latter, the latest/the last; 10. worse, the worst; 11. more difficult, the most difficult; 12. fewer, the fewest; 13. older/elder, the oldest/the eldest; 14. sleepier, the sleepest; 15. thinner, the thinnest;

1.3. 1. better, better; 2. most famous; 3. less; 4. eldest/oldest; 5. fewer; 6. white; 7. funnier; 8. best; 9. worst; 10. older; 11. nervous; 12. busiest; 13. bigger; 14. farthest/furthest; 15. more difficult; 16. greatest; 17. healthier; 18. slimmest; 19. shortest; 20. latest

1.4. 1. the best; 2. happier; 3. more exciting; 4. further; 5. the oldest/eldest; 6. worse; 7. the fattest; 8. the most attractive; 9. bigger; 10. fast; 11. more; 12. the worst; 13. more comfortable; 14. light; 15. the most reserved; 16. harder, harder; 17. the driest; 18. sooner, better; 19. cheaper; 20. older

1.5. 1. more difficult/difficult; 2. warmer; 3. the cleverest/most clever; 4. the hottest; 5. cheaper; 6. interesting; 7. healthier; 8. the happiest; 9. more comfortable; 10. the most exciting; 11. better; 12. the youngest; 13. farther/further; 14. earlier, sooner; 15. the worst; 16. louder; 17. best; 18. the most boring; 19. worse; 20. bad

1.6. 1. shorter; 2. faster; 3. more; 4. more expensive; 5. most efficient; 6. more practical; 7. most popular; 8. cheaper; 9. more comfortable; 10. best

1.7. 1. biggest; 2. largest; 3. most important; 4. oldest; 5. the highest; 6. smallest; 7. the most expensive; 8. more residential; 9. busiest; 10. more; 11. greatest; 12. wealthiest; 13. heaviest; 14. most famous; 15. best

2.1. 1. interested; 2. depressed; 3. exciting; 4. tired; 5. exhausting; 6. surprising;
7. annoyed; 8. fascinating; 9. bored; 10. amusing

2.2. 1. exciting; 2. disappointed; 3. annoyed; 4. fascinating; 5. tiring; 6. disappointing; 7. annoying; 8. depressed; 9. relaxing; 10. excited

2.3. 1. boring; 2. surprising; 3. shocked; 4. amused; 5. exciting; 6. bored;
7. astonishing; 8. amusing; 9. shocking; 10. terrifying, worried

2.4. 1. interesting; 2. exciting; 3. worried; 4. bored; 5. surprising; 6. disappointed;
7. boring; 8. amusing; 9. interested; 10. surprised

3.1. -ous — disastrous, adventurous, famous, ambitious, anxious

-ic — fantastic, scientific, historic, energetic, economic

-al — financial, beneficial, typical, historical, cultural, economical, recreational

-y — sunny, healthy, dirty, angry, lucky

-ful — beautiful, stressful, helpful, harmful, useful, successful, meaningful

-less — limitless, aimless, helpless, harmless, useless, meaningless, homeless

-able — comfortable, desirable, usable, suitable, changeable, drinkable

-ive — addictive, expensive, effective, impressive, defensive, destructive, decisive

3.2. 1. dangerous; 2. foggy; 3. attractive; 4. comfortable; 5. famous; 6. industrial;
7. musical; 8. economical; 9. central; 10. knowledgeable

3.3. 1. economic; 2. harmful; 3. dirtiest; 4. global; 5. endless; 6. valuable; 7. historical; 8. humanistic; 9. cultural; 10. environmental

4.2. 264135

4.4. 316754

День 3

В этом уроке вы:

- выучите правило образования наречий;
- узнаете, как образовать степени сравнения наречий;
- разовьете навыки чтения с пониманием структурно-смысловых связей в тексте (задание В3).
- научитесь находить в прослушанном тексте запрашиваемую информацию (задания А1—А7).

1. ОБРАЗОВАНИЕ НАРЕЧИЙ

Группы прилагательных	Прилагательное	Наречие
Большинство прилагательных образуют наречия путем прибавления суффикса -ly	slow, careful shy, rare но: true, whole	slowly, carefully shyly, rarely truly, wholly
Прилагательные, оканчивающиеся на -ic , прибавляют суффикс -ally	tragic, dramatic но: public	tragically, dramatically publicly
Прилагательные, оканчивающиеся на -le , изменяют 'e' на 'y'	simple terrible	simply terribly
Прилагательные, оканчивающиеся на согласную + 'y' , меняют 'y' на 'i' и затем прибавляют суффикс -ly	easy happy но: shy	easily happily shyly
Прилагательные, оканчивающиеся на -ly образуют наречия при помощи слов in a way/manner	friendly silly	in a friendly way in a silly manner
Исключения	good fast early hard late near	well fast early hard late near
Примечание: после глаголов <i>look, smell, sound, taste, feel</i> вместо наречия употребляется прилагательное: <i>You look wonderful!</i>		

1.1. Образуйте наречия от следующих прилагательных и разбейте их по группам в зависимости от способа образования.

Hard, probable, slow, happy, friendly, beautiful, fantastic, late, silly, possible, easy, bright, scientific, true, simple, historic, angry, additional, practical, terrible,

fast, rare, energetic, early, lucky, chilly, surprising, comfortable, brotherly, fortunate, good, magic, guilty.

Суффикс	+ly	+ically	e → y	y → i +ly	in a ... way	исключения
Наречия						<i>hard</i>

1.2. Образуйте наречия от следующих прилагательных.

- | | | | |
|----------|------------|--------------|--------------|
| 1. quick | 5. good | 9. fast | 13. healthy |
| 2. bad | 6. careful | 10. easy | 14. early |
| 3. late | 7. tragic | 11. hard | 15. occasion |
| 4. angry | 8. correct | 12. terrible | |

1.3. Прочитайте текст о здоровом образе жизни. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Healthy Lifestyle

To be healthy we should avoid different bad habits that can affect our health. It's common knowledge that smoking and drinking can shorten our lives (1)____. Smoking, for instance, can lead to serious lung diseases. (2)_____ in recent years smoking has been banned in most public places and people smoke (3)_____ nowadays.

There are other dangerous habits such as eating unhealthy food or even overeating. If you eat too much, you can (4)_____ become obese. (5)_____, being fat can cause real problems. It is harder for fat people to get a good job, or even to make friends. If you want to do (6)_____, you must be thin. In recent years people are encouraged to eat (7)_____ and to lose weight. That is why manufacturers are (8)_____ producing special foods with fewer calories for slimmers. (9)_____ I believe that regular meals, a healthy diet and going in for sports are (10)_____ a good way to live.

DRAMATIC
LUCKY

LITTLE

EASY
VIRTUAL

GOOD
HEALTHY
INCREASING
PERSONAL

REAL

2. СТЕПЕНИ СРАВНЕНИЯ НАРЕЧИЙ

Группы наречий	Степени сравнения наречий		
	Положительная	Сравнительная	Превосходная
Наречия, совпадающие по форме с прилагательными	fast early hard late	faster earlier harder later	fastest earliest hardest latest
Исключения	well badly	better worse	best worst
Многосложные наречия	often slowly seriously	more/less often more/less slowly more/less seriously	most/ least often most/ least slowly most/ least seriously

2.1. Напишите две степени сравнения следующих наречий.

- | | | | | |
|----------------|--------------|-----------|--------------|------------|
| 1. importantly | 4. happily | 7. early | 10. nicely | 13. mildly |
| 2. hard | 5. well | 8. loudly | 11. fast | 14. late |
| 3. rapidly | 6. sincerely | 9. badly | 12. urgently | 15. little |

2.2. Употребите сравнительную или превосходную степень наречия в скобках.

1. You speak English (well) of all in our group.
2. Planes travel (fast) than trains.
3. This question is asked (often).
4. He came (regularly) than I had expected.
5. Today trains are running 15 minutes (late) than yesterday.
6. Love is what these children need (much).
7. You need to push (hard) if you want to open this door.
8. John is the best swimmer in the class. He swims (fast) of all.
9. On Sundays Mum gets up even (early) than on weekdays.
10. The children were too tired to walk any (far).
11. She spoke (quiet) than usual.
12. The areas (badly) hit by Monday's heavy rain are Cheshire and Oxfordshire.
13. This machine will work (well) if you change the oil.
14. How did Jack know? And, (importantly), what did he know?
15. Spring is the time when farmers work (hard) of all.
16. His leg seemed to be hurting (badly) than ever.
17. Now my sister learns new words much (easily).
18. In the second half, they played even (successfully).
19. People are living (long) nowadays.
20. His work was the thing he loved (little) of all.

2.3. Прилагательное или наречие? Выберите нужное слово.

1. I'm going to tell you something very important, so please listen (careful/carefully).
2. Why are you (angry/angrily)? I haven't done anything.
3. Our teacher always explains the rules (clear/clearly).
4. He was driving (dangerous/dangerously).
5. Come on, Dave! Why are you so (slow/slowly)?
6. Jane is studying (hard/hardly) for her exam.
7. "Where is Tom?" "He was here but he left (sudden/suddenly)."
8. Her ideas are very (useful/usefully).
9. He can understand people (easy/easily).
10. Olga speaks English (perfect/perfectly).
11. These jeans are very (expensive/expensively).
12. Yesterday I came home very (late/late).
13. He always does his homework (good/well).
14. We visit our relatives (regular/regularly).
15. She always dresses (nice/nicely).

2.4. Прилагательное или наречие? Выберите нужное слово.

1. The boys played (quiet/quietly).
2. It was snowing (heavy/heavily) the day before yesterday.
3. He gave it a (careful/carefully) look.
4. He speaks (perfect/perfectly) English.
5. Have you seen your friend (recent/recently)?
6. She's a (slow/slowly) runner.
7. She draws (good/well).
8. They bought a (nice/nicely) car.

9. She likes sitting (near/nearly) the fire.
10. She left too (late/late) to catch the bus.
11. Have you seen Ann (late/late)?
12. He tries very (hard/hardly) to make his family happy.
13. She (hard/hardly) plays the piano.
14. Computers are (wide/widely) used in schools nowadays.
15. I think she's a (pretty/prettily) good singer.

2.5. Прилагательное или наречие? Выберите нужное слово.

1. Use this chair if you want to sit (comfortable/comfortably).
2. It's not (easy/easily) to play football.
3. These flowers smell so (strange/strangely).
4. He talked so (polite/politely) and danced so (beautiful/beautifully).
5. The apples taste (sweet/sweetly). Help yourself!
6. I always feel (happy/happily) when the sun is shining.
7. Let's discuss this idea (serious/seriously).
8. "How are you?" "I am very (good/well), thank you."
9. His English is (perfect/perfectly). He always speaks (correct/correctly).
10. You look (upset/upsetly). What's the matter?
11. The driver was driving too (fast/fastly).
12. "I feel like going to a disco tonight." "That sounds (great/greatly)! Let's go."
13. It rained very (heavy/heavily) in London last night.
14. (Quiet/Quietly) he opened the door.
15. Those oranges look (nice/nicely). Can I have one?

2.6. Вставьте в предложения слова из рамки: прилагательное или наречие.

bright(ly)	nice(ly)	happy/happily	good/well	smart(ly)	quick(ly)	great(ly)
nervous(ly)	short(ly)	quiet(ly)	complete(ly)	beautiful(ly)	difficult(ly)	

1. Mary sang _____ at the concert last night. She is a very _____ singer.
2. Our holiday was too _____. The time passed very _____.
3. What _____ flowers! They smell very _____ too!
4. He asked me to ring back but I _____ forgot about it.
5. The children played _____ in the garden. We could hear them laughing.
6. You're speaking very _____. I can't hear you.
7. Linda likes wearing _____ clothes. She always looks _____!
8. It is a warm day and the sun is shining _____.
9. The exam was very _____ and I felt very _____.
10. This little boy can't ride a bicycle very _____. He is just learning.

3. ЧТЕНИЕ С ПОНИМАНИЕМ СТРУКТУРНО-СЛЕДСТВЕННЫХ СВЯЗЕЙ В ТЕКСТЕ (задание В3)

Полезные советы:

- Прочитайте внимательно текст вокруг каждого пропуска, обращая внимание на местоимения, грамматические формы глаголов и запятые.
- Выберите вариант ответа, который наилучшим образом удовлетворяет содержанию текста и согласуется грамматически с остальной частью предложения.
- После того, как вы заполнили все пропуски, убедитесь, что оставшийся вариант не подходит ни к одному пропуску.

- Проанализируйте грамматическую структуру каждого фрагмента 1—7.
- Прочитайте текст до первого пропуска. Подумайте, какой части предложения не хватает. Особое внимание обратите на слова, стоящие до и после пропуска.
- Выберите из списка фрагментов тот, который грамматически подходит к данному пропуску. Если таких фрагментов несколько, подберите тот, который ближе всего по смыслу.

3.1. Прочитайте текст и заполните пропуски A—F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Перенесите ответы в таблицу.

“Tune In, Turn On, and Drop Out” was the motto of the hippie movement that grew partially out of young America’s disillusionment with the Vietnam War. Hippies were mainly white teenagers and young adults (A)_____.

The immediate precursor to the hippies was the so-called Beat Generation of the late 1950s. But where the intellectual beats tended to stay out of politics, the hippies were known as much for their political outspokenness (B)_____. Their opposition to the Vietnam War became one of the most significant aspects of the growing antiwar movement throughout the latter half of the 1960s.

To express their protests, and to “turn on” others, the hippies used art, street theatre and particularly music. This culture reached its peak in the summer of 1967, when a concert in San Francisco’s Golden Gate Park introduced the music of the hippies to a wider audience. The concert inspired thousands of young people around the country to head to San Francisco, (C)_____.

In the 60’s, hippies sought to free themselves from societal restrictions, choose their own way and find new meaning in life. This made hippies instantly recognizable to one another and served (D)_____.

Hippies often chose brightly coloured clothing. Much of hippie clothing was self-made, and hippies often purchased their clothes from flea markets and second-hand shops. Natural and foreign accessories for both men and women included Native American jewellery, headbands and long beaded necklaces. Tie-dyeing was very fashionable (E)_____.

Hippie culture spread worldwide through a fusion of rock music, folk and blues. It also found expression in literature, fashion, and the visual arts, (F)_____.

Eventually the hippie movement extended far beyond the United States, the United Kingdom, Europe, and appeared in Australia, Canada, New Zealand, Japan, Brazil and many other countries.

1. which were against the war and the government
2. who shared distrust towards traditional values and authority
3. some wearing flowers in their hair
4. including film, posters and album covers
5. as part of hippie style and still is today
6. as a visual symbol of their willingness to question authority
7. as for their long hair and colourful clothing

A	B	C	D	E	F

3.2. Выпишите из текста синонимы к следующим словам и словосочетаниям.

- | | | |
|-------------------------------|----------------|--------------|
| 1. forerunner | 5. encouraged | 9. mixture |
| 2. to not get involved in sth | 6. tried | 10. expanded |
| 3. frankness | 7. limitations | |
| 4. important | 8. bought | |

3.3. Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 лишняя. Перенесите ответы в таблицу.

When you mention the name ‘Hovercraft’ most people think of a helicopter. If someone sees one from the river bank, the term “airboat” comes to their mind because most people are not quite sure (A)____. Few people know of the personal sized hovercraft (B)_____.

A hovercraft is a vehicle, designed to travel over any smooth surface. Hovercraft are unique among all forms of transportation in their ability to travel equally well over land, ice, and water (C)_____. That is why they are used throughout the world as a means of specialized transport (D)_____. Hovercraft can be powered by one or more engines. The engine drives the fan, which is responsible for creating high pressure air. The air inflates the “skirt” under the vehicle, causing it to rise above the ground.

The Hovercraft Museum, located in Hampshire, houses the world’s largest library of documents, publications, photographs and drawings on hovercraft, (E)_____. The museum also contains a large collection of original manufacturer’s hovercraft models including the world’s first working hovercraft model built by Christopher Cockerell.

Cockerell’s idea was to build a vehicle floating on a layer of air, (F)_____. To test his hypothesis, he put one smaller can inside a larger can and used a hairdryer to blow air into them. Christopher Cockerell was knighted for his achievement in 1969.

Hovercraft have now become much larger, more efficient and are in widespread use all over the world.

1. all of which are available for research
2. where there is the need to travel over multiple types of surfaces
3. what they are looking at
4. which would reduce friction between the water and vehicle
5. so as to entertain the general public
6. that are used worldwide for recreation, racing and rescue
7. because they are supported by a cushion of air

A	B	C	D	E	F

3.4. Выпишите из текста синонимы к следующим словам и словосочетаниям.

- | | |
|--|---|
| 1. a vehicle that travels on a strong current of air | 5. machine that uses fuel to produce movement |
| 2. an aircraft with large metal blades on top | 6. accommodates |
| 3. completely flat and even | 7. gliding |
| 4. way, method | 8. was given an honour to use the title “Sir” before his name |

4. АУДИРОВАНИЕ С ПОИСКОМ В ТЕКСТЕ ЗАПРАШИВАЕМОЙ ИНФОРМАЦИИ (задания А1—А7)

Полезные советы:

- Не следует забывать, что информация, относящаяся к утверждениям, как правило, выражена в аудиотексте не теми словами, какими сформулировано само утверждение, поэтому при ознакомлении с заданием рекомендуется подумать о синонимах к ключевым словам высказываний.

- Необходимо учитывать разницу между ответами «Неверно» и «В тексте не сказано». Неверное предложение содержит информацию, противоречащую содержанию аудиотекста. Вариант «В тексте не сказано» предполагает, что исходя из содержания прослушанного, вы не можете дать ни положительный, ни отрицательный ответ, то есть информация по этому утверждению в аудиотексте отсутствует.
- Вы услышите запись дважды. После первого прослушивания следует отметить наиболее вероятные ответы. Во время второго прослушивания сконцентрируйте свое внимание на информации, которую вы упустили в первый раз или в правильности которой у вас есть сомнения.
- Перед началом прослушивания прочитайте внимательно предложенные вам утверждения. Очень часто ошибки возникают из-за того, что учащийся не дочитал до конца утверждение и поэтому сделал неправильный вывод.
- Следует обратить внимание на наличие в утверждениях таких слов, как *enough, much, lots, often*, а также слов *never, rarely, seldom, barely, scarcely, hardly*, которые придают утверждению отрицательный характер.
- Следует помнить, что вариант «В тексте не сказано» может встречаться не один раз, а несколько.

4.1. Подготовка к аудированию. Прочитайте утверждения 1—7 в задании 4.2 и подчеркните ключевые слова, которые могут оказать влияние на выбор правильного ответа.

4.2. Вы услышите разговор друзей. Определите, какие из приведённых утверждений 1 — 7 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). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

- Alex has been in England for a fairly long time.
1) True 2) False 3) Not stated
- Alex has got a big family.
1) True 2) False 3) Not stated
- Alex's nephew has got a large collection of kites.
1) True 2) False 3) Not stated
- Alex's parents enjoy traditional souvenirs.
1) True 2) False 3) Not stated
- Alex thinks that it will be difficult to choose a present for his sister.
1) True 2) False 3) Not stated
- Alex will bring traditional English tea for his sister.
1) True 2) False 3) Not stated
- Alex will buy the latest 'Harry Potter' film for his brother.
1) True 2) False 3) Not stated

4.3. Подготовка к аудированию. Прочитайте утверждения 1—7 в задании 4.4 и выскажите предположения, о чем этот диалог. Подчеркните ключевые слова, которые могут оказать влияние на выбор правильного ответа.

4.4. Вы услышите разговор соседей. Определите, какие из приведённых утверждений 1 — 7 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). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

1. James has got a big backyard.
 1) True 2) False 3) Not stated
2. Fred has got enough money to hire a gardener.
 1) True 2) False 3) Not stated
3. It doesn't take much effort and money to make a birdhouse.
 1) True 2) False 3) Not stated
4. Fred regrets having planted so many trees.
 1) True 2) False 3) Not stated
5. Fred will need a special lawn mower to limit the amount of grass in his backyard.
 1) True 2) False 3) Not stated
6. James has got lots of gardening tools.
 1) True 2) False 3) Not stated
7. Fred didn't take James's advice seriously.
 1) True 2) False 3) Not stated

ПРОВЕРЬ СЕБЯ

1.1. *+ly* — slowly, beautifully, brightly, additionally, practically, rarely, surprisingly, fortunately

+ically — fantastically, scientifically, historically, energetically, magically

e / y — probably, possibly, simply, terribly, comfortably

y / i +ly — happily, easily, angrily, luckily, guiltily

in a ... way — in a friendly way, in a silly way, in a chilly way, in a brotherly way

исключения — hard, late, truly, fast, early, well

1.2. 1. quickly; 2. badly; 3. late; 4. angrily; 5. well; 6. carefully; 7. tragically; 8. correctly; 9. fast; 10. easily; 11. hard; 12. terribly; 13. healthily; 14. early; 15. occasionally

1.3. 1. dramatically; 2. luckily; 3. less; 4. easily; 5. virtually; 6. well; 7. healthily; 8. increasingly; 9. personally; 10. really

2.1. 1. more importantly, most importantly; 2. harder, hardest; 3. more rapidly, most rapidly; 4. more happily, most happily; 5. better, best; 6. more sincerely, most sincerely; 7. earlier, earliest; 8. more loudly, most loudly; 9. worse, worst; 10. more nicely, most nicely; 11. faster, fastest; 12. more urgently, most urgently; 13. more mildly, most mildly; 14. later, latest; 15. less, least.

2.2. 1. best; 2. faster; 3. most often; 4. more regularly; 5. later; 6. most; 7. harder; 8. fastest; 9. earlier; 10. farther/further; 11. more quietly; 12. worst; 13. better; 14. more/most importantly; 15. hardest; 16. worse; 17. more easily; 18. more successfully; 19. longer; 20. least

2.3. 1. carefully; 2. angry; 3. clearly; 4. dangerously; 5. slow; 6. hard; 7. suddenly; 8. useful; 9. easily; 10. perfectly; 11. expensive; 12. late; 13. well; 14. regularly; 15. nicely

2.4. 1. quietly; 2. heavily; 3. careful; 4. perfect; 5. recently; 6. slow; 7. well; 8. nice; 9. near; 10. late; 11. lately; 12. hard; 13. hardly; 14. widely; 15. pretty

2.5. 1. comfortably; 2. easy; 3. strange; 4. politely, beautifully; 5. sweet; 6. happy; 7. seriously; 8. well; 9. perfect, correctly; 10. upset; 11. fast; 12. great; 13. heavily; 14. Quietly; 15. nice

2.6. 1. beautifully, good; 2. short, quickly; 3. beautiful, nice; 4. completely; 6. quietly; 7. smart, great; 8. brightly; 9. difficult, nervous; 10 well

3.1. 273654

3.2. 1. precursor; 2. to stay out of; 3. outspokenness; 4. significant; 5. inspired; 6. sought; 7. restrictions; 8. purchased; 9. fusion; 10. extended

3.3. 367214

3.4. 1. a hovercraft; 2. a helicopter; 3. smooth; 4. means; 5. engine; 6. houses; 7. floating; 8. was knighted

4.2. 1131123

4.4. 3211231

День 4

В этом уроке вы:

- обобщите свои знания по употреблению местоимений;
- научитесь образовывать слова с помощью префиксов *un, in, im, ir, il, dis, anti*;
- познакомитесь с форматом письма личного характера (задание C1).

1. МЕСТОИМЕНИЯ

Личные местоимения

Именительный падеж	Косвенный падеж
Перед глаголом в роли подлежащего	После глагола в роли дополнения
I — я	me — меня, мне, мной
you — ты	you — тебя, тебе, тобой
he — он	him — его, ему, им, (о) нём
she — она	her — её, ей, (о) ней
it — он, она, оно (о вещах и животных)	it — его, её, ему, ей (о вещах и животных)
we — мы	us — нас, нам, нами, (о) нас
you — вы	you — вас, вам, вами, (о) вас
they — они	them — их, им, ими, (о) них

Притяжательные местоимения

Притяжательные местоимения в русском языке (чей?)	Притяжательные прилагательные (за которым следует существительное)	Притяжательные местоимения (без последующего существительного)
мой	my	mine
твой	your	yours
его	his	his
её	her	hers
его, её (не про людей)	its	—

Притяжательные местоимения в русском языке (чей?)	Притяжательные прилагательные (за которым следует существительное)	Притяжательные местоимения (без последующего существительного)
наш	our	ours
ваш	your	yours
их	their	theirs
Пример:	This is <i>my pen</i> .	This <i>pen</i> is <i>mine</i> .

Возвратные местоимения

Личные местоимения	Возвратные местоимения (сам, сама, себя, -ся)	Примеры
I	myself	I can do that myself.
you	yourself	Don't make a fool of yourself.
he	himself	He cut himself shaving.
she	herself	She decorated the cake herself.
it	itself	The cat licked itself all over.
we	ourselves	We promised ourselves a good holiday this year.
you	yourselves	You'll have to fill out the forms yourselves.
they	themselves	Did they enjoy themselves at the theatre?
<p>Примечание: Не употребляйте возвратные местоимения после глаголов <i>wash, shave, feel, dress, complain, meet, relax, rest, concentrate</i>. В некоторых случаях после глаголов <i>wash</i> и <i>dress</i> можно употреблять возвратные местоимения, если вы говорите о детях или животных.</p>		

Указательные местоимения

<p>This (этот, эта, это — единственное число) — These (эти — множественное число)</p> <p>This/these используются: для обозначения людей и вещей, расположенных рядом с нами, для настоящих и будущих ситуаций, а также для представления людей при разговоре по телефону</p>	<p>That (тот, та, то — единственное число) — Those (те — множественное число)</p> <p>That/those используются: для обозначения людей и вещей, расположенных не рядом с нами, для описания ситуаций в прошлом, для ссылки на упомянутую ранее информацию, а также при разговоре по телефону, чтобы спросить, кто звонит</p>
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Вопросительные местоимения, прилагательные, наречия

Вопросительное слово	Перевод	Примеры употребления
Who	Кто	Who has read this book? Who went to the cinema yesterday?
Who ... (+ предлог)	местоимение «Кто» в косвенных падежах (<i>неформальный стиль</i>)	Who did you call yesterday? Who are you waiting for ? Who do you work with ?
Whom	местоимение «Кто» в косвенных падежах (<i>формальный стиль</i>)	Whom did you meet there? Whom did you help?
What	Что	What has happened? What do you mean?
	Какой	What colour do you like? What languages do you speak? What kind of music do you enjoy?
What ... + предлог	местоимение «Что» в косвенных падежах	What are you interested in ? What are you thinking about ?
Which	Какой, который (<i>выбор из ограниченного числа</i>)	Which suit will you take, black or white? Which way did they go? Which car is yours?
Which of	Кто из Какой из	Which of us will do it? Which of these books do you need?
Whose	Чей	Whose bag is this?
Where	Где Куда	Where is my book? Where did you go yesterday?
Where ... from	Откуда	Where are you from ?
When	Когда	When is your birthday?
Why	Почему	“ Why did you do that?” “I don’t know”
How	Как	How did you do that?
How many	Сколько (<i>с исчисляемыми существительными</i>)	How many friends have you got? How many pupils are there in your group?
How much	Сколько (<i>с неисчисляемыми существительными</i>)	How much ice cream did you eat yesterday?
How old	Сколько лет	“ How old are you?” “I’m seven.”

Относительные местоимения и наречия

Относительное местоимение/наречие	Перевод/употребление	Примеры употребления
who	который (для людей)	There's the man who stole my bag!
whom	«который» в косвенных падежах (для людей в формальном стиле и после предлогов)	All students whom the Headmistress has invited must come at 5p.m. That's the man to whom I gave the money.
which	который (для вещей)	Have you got the book which I lent you?
that	который (для людей, вещей, времени и места)	This is the bike that I got for my birthday. The school that my mum went to was very traditional.
whose	чей (для принадлежности)	Tony, whose father is a lawyer, is in trouble with the police.
when	когда (для времени)	I remember the day when the war began.
where	где (для места)	The resort where we spent our holidays was great!
why	почему (для причины)	That's the reason why he's always late.

1.1. Вставьте личные местоимения.

- Who is that woman? Why are you looking at _____?
- Do you know that man? I work with _____.
- I'm talking to you. Please listen to _____.
- These books are interesting. Do you want to look at _____?
- He likes that camera. He's going to buy _____.
- Where are the tickets? I can't find _____.
- We're going out. You can go with _____.
- I don't like dogs. I'm afraid of _____.
- Where is he? I want to talk to _____.
- These plums are bad. Don't eat _____.
- I want those pencils. Please give _____ to _____.
- They want the money. Please give _____ to _____.
- He wants the key. Please give _____ to _____.
- He never drinks milk. He doesn't like _____.
- I often go to the parties. _____ like _____.
- "Where are my glasses?" "_____ are on the table."
- Where's Dan? I want to talk to _____.
- We're going shopping. Do you want to go with _____?
- I want to see him but _____ doesn't want to see _____.
- I don't know those people. Do you know _____?

1.2. Вставьте притяжательные прилагательные или притяжательные местоимения.

- This book belongs to me. This is _____ book.
- The man put _____ hand into _____ pocket.
- The cat ate _____ food.
- She took out _____ purse and gave it to me.
- My husband never wears _____ glasses.
- This is their car. The other car is _____ too.
- May I introduce to you one of _____ colleagues?

8. There were a lot of people coming back from _____ work.
9. Every season is beautiful in _____ own way.
10. They would like a house of _____ own.
11. I'll try _____ best, I promise.
12. Every country has _____ own customs and traditions.
13. He cut _____ finger this evening.
14. Lend me _____ pen, I've lost _____.
15. They're going to London with some students of _____.
16. This is not my pencil, _____ is red.
17. I haven't got a pen. Can you give me _____?
18. Take off _____ coat, please.
19. We went on holiday with some friends of _____.
20. Ann is married. _____ husband works in a bank.

1.3. Вставьте возвратные местоимения.

1. She was very pleased with _____ when she got such a good job.
2. The winner looked very proud of _____.
3. She brought up her children by _____.
4. The cat is washing _____.
5. The children enjoyed _____ when they visited Disneyland.
6. She decided to do all the cooking _____.
7. He was asked to behave _____ at school.
8. Cats are very clean animals: they are always washing _____.
9. Doctors advised us that we have to exercise regularly in order to keep _____ healthy.
10. In _____ your problem is nothing to worry about.
11. She loves looking at _____ in the mirror.
12. If you don't behave _____, I shall put you all to bed early.
13. I don't feel _____ today. I don't know what's wrong with me.
14. The teacher tried to make _____ understood but she failed to get the class to understand.
15. We painted the room _____.

1.4. Прочитайте письмо и преобразуйте местоимения, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

Dear Sally,

Thank you for your letter. It was great to hear from you again. I'm fine and I hope that you and (1) _____ parents are fine too.

In your letter you ask me if anybody helps me with (2) _____ homework. I've got a brother, but he thinks only about (3) _____. My friend Jenny has got a brother too and he always helps Jenny with (4) _____ homework. And she helps Mark to clean (5) _____ room. That's great when brothers and sisters help each other.

Well, we do a lot of homework because (6) _____ teachers are very strict and they want (7) _____ to work hard. My parents think it is okay to have a lot of homework. However, Jenny's parents say that she needs some free time so that she can play with (8) _____ friends. They meet together every evening, go to the park and enjoy (9) _____. So what can I do?

Anyway, thank you for (10) _____ photo. I think you look so sweet.

Bye. I hope to hear from you soon.

Love,
Ann

YOU
I
HE
SHE, HE
WE
WE
SHE
THEY
YOU

1.5. Вставьте указательные местоимения.

1. I never forget my holiday in London. _____ was the holiday of a lifetime.
2. What are you doing _____ Sunday?
3. Didn't you just love _____ striped trousers in the shop we just passed?
4. Mmm! _____ is the best cake I've ever tasted!
5. Do you see _____ boy over there? He's my cousin.
6. Hello, _____ is Mr Cook. Can I speak to Mr Brown, please?
7. "Guess what! I'm going to London!" "Congratulations. _____ is fantastic!"
8. _____ were the days when we used to dance every night.
9. "_____ belonged to my grandmother," said David as he slipped the ring onto Jane's finger.
10. Don't you think _____ jeans suit me?
11. _____ records you threw out were my original hits from the seventies!
12. "_____ bike needs repairing." "_____ is what I was trying to tell you."
13. What do you think of _____ dress Ann was wearing last night?
14. What's _____ you're reading?
15. _____ boys over there are my sons.

2. МЕСТОИМЕНИЯ SOME, ANY, NO И ИХ ПРОИЗВОДНЫЕ

Тип предложения	Какой?	Кто?	Что?	Где?
Утвердительное	some (какой-то, несколько, немного) any (любой)	someone/ somebody (кто-то) anyone/anybody (любой, кто угодно)	something (что-то) anything (любая вещь, что угодно)	somewhere (где-то) anywhere (везде, где угодно)
Вопросительное	any (какой-нибудь) some (несколько, немного — в просьбах и предложениях)	anyone/anybody (кто-нибудь)	anything (что-нибудь)	anywhere (где-нибудь)
Отрицательное	no/not any (никакой)	no one/not anyone nobody/not anybody (никто)	nothing/ not anything (ничто, ничего)	nowhere/ not anywhere (нигде)
Все типы	every (каждый)	everybody/ everyone (все)	everything (всё)	everywhere (везде, повсюду)

2.1. Вставьте местоимения *some* или *any*.

1. I've met _____ boys, but I don't have _____ real friends.
2. There weren't _____ potatoes left.
3. "Is there _____ milk in the fridge?" "Yes, there must be _____ left."
4. Would you like _____ milk?
5. She had _____ games, but she didn't have _____ computer games.
6. I'd like to ask you for _____ advice.
7. "Have you got _____ matches?" "Yes, I think I've got _____ in my pocket."
8. Her car wasn't _____ better than ours.

9. _____ of the information has already been used.
10. It hasn't made _____ difference.

2.2. Вставьте местоимения *some, any, no* или *every*.

1. I'm sorry but there are _____ cookies left.
2. Have you _____ idea what time it is?
3. I can't talk to you now. I've got _____ time.
4. Could you give me _____ examples?
5. I see him at work almost _____ day.
6. Everything was correct. There were _____ mistakes.
7. Take _____ book you like. I don't mind.
8. There were _____ tomatoes left but there were _____ cucumbers.
9. _____ country has a national flag.
10. Unfortunately, I have _____ cash. Can I pay with a card?

2.3. Вставьте местоимения *some, any, no, every* или их производные.

1. Is there _____ meat in the fridge?
2. There isn't _____ fish, either.
3. Can I have _____ coffee, please?
4. Take _____ cake you like. They are all tasty.
5. She said _____ but I didn't understand it.
6. I'm looking for my keys. Has _____ seen them?
7. There is _____ in the box. It's empty.
8. I can do this job alone. I don't need _____ to help me.
9. They've got _____ cheese but they haven't got _____ bread.
10. He went to the shop but he didn't buy _____.
11. _____ has taken my camera. I can't find it _____.
12. He hasn't got _____ eggs to make an omelette.
13. I've heard a noise. There is _____ in the room.
14. This credit card is good. You can use it _____.
15. _____ knows anything about her concert.
16. Luckily, there was _____ selling tickets near the hall and we bought them.
17. Look! Is there _____ in the hall?
18. _____ student has to obey school regulations.
19. "Have you got _____ to tell me?" "No, _____ really".
20. I can't talk to you now. I've got _____ time.

2.4. Вставьте местоимения *some, any, no, every* или их производные.

1. There's _____ milk in that jug. It's empty.
2. She wanted _____ stamps but there weren't _____ stamps in the machine.
3. I'm afraid there isn't _____ coffee left.
4. Is there _____ here who speaks Italian?
5. I'd like to buy _____ clothes but I haven't got _____ money.
6. Would you like _____ juice?
7. She put her handbag down _____ and now she can't find it.
8. Haven't you got _____ friends in London?
9. We had to walk home because there was _____ bus.
10. Does _____ want a cup of tea?
11. I've looked _____ for my passport, but I can't find it _____.
12. Come and have supper with us if you aren't doing _____ tonight.
13. Are there _____ letters for me?
14. I'd like to make _____ friends, but I haven't met _____ young people yet.
15. Jane is getting married to _____ she met on holiday.
16. Tommy is so nice. _____ likes him.

17. I walk my friend's dog _____ Sunday.
18. I don't know _____ about economics.
19. The accident looked serious but fortunately _____ was injured.
20. I am hungry. I want _____ to eat.

2.5. Вставьте местоимения *some, any, no, every* или их производные.

1. I didn't eat _____ vegetables yesterday. Please, go and buy _____.
2. I have never been _____ more beautiful than Scotland.
3. It was a public holiday, so there were _____ shops open.
4. My sister never has _____ trouble learning foreign languages.
5. This evening I'm going out with _____ friends of mine.
6. When we were on holiday, we went to the beach _____ day.
7. Why don't you ask your father to lend you _____ money? .
8. Does _____ want a game of tennis?
9. What's that smell? Is _____ burning?
10. I asked if _____ wanted an ice-cream, but _____ did, so I just bought one for myself.
11. Did _____ phone me while I was out?
12. Your face looks terribly familiar. I'm sure I have seen you _____ before.
13. She left the room without saying _____.
14. This doesn't look a very nice restaurant. Can we go _____ else?
15. I have _____ more to tell you. Goodbye.
16. 'Would you like _____ more mineral water?' 'Thank you. I don't want _____ more.'
17. 'What do you want for supper?' '_____. I don't mind.'
18. It was Sunday, and the town was deserted. _____ was in the streets, and _____ was open.
19. There were a lot of people at the party because _____ came.
20. 'Where do you want to go on holiday?' '_____ hot. I don't care if it's Greece, Spain, Italy or the Sahara, but it's got to be hot.'

3. СЛОВООБРАЗОВАНИЕ — ОТРИЦАТЕЛЬНЫЕ ПРЕФИКСЫ

3.1. Образуйте антонимы от следующих слов и разбейте их по категориям:

Popular, trust, responsible, social, ability, literate, perfect, appropriate, known, legal, different, regular, appear, polite, important, legible, famous, agreement, usual, possible, dependent, honest, relevant, likely, visible, war, patient, advantage, logical, safe, finite, mature, replaceable.

Префиксы	un-	in-	im-	il-	ir -	dis-	anti-
Антонимы	<i>unpopular</i>						

3.2. Используя отрицательные префиксы, преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию предложений. Заполните пропуски полученными словами. Переведите предложения на русский язык.

1. John does badly at school because he is very _____. **ATTENTIVE**
2. Everyone knows that smoking is _____. **HEALTHY**
3. Dr. Jackson shook his head in _____. He was clearly against this offer. **APPROVAL**
4. I didn't liked that shop because the staff were very _____. **HELPFUL**

5. We were pleasantly surprised as the tickets were rather _____.
6. _____ If I were you, I wouldn't do business with Jack. He is an extremely _____ person.
7. He forgave his son's _____ behaviour.
8. She felt cold and _____.
9. This medicine can have _____ side effects.
10. Critics say he has been weak and _____.

EXPENSIVE

ORGANIZED

MATURE

COMFORTABLE

DESIRABLE

DECISIVE

3.3. Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

For those who do not wish to continue in full time education after school, one of the most difficult issues facing today's adolescents is (1)_____. In the current economic climate, jobs are few and it's (2)_____ to find employment for those who have limited experience and qualifications. (3)_____ to get a job can often result in increased crime, drug addiction and (4)_____ behaviour. Although many teenagers are (5)_____ with this situation, they are often (6)_____ of changing anything. The British Government is currently encouraging young people to learn (7)_____ trades such as plumbing or cooking while also urging employers to offer apprenticeships to young adults, which was earlier (8)_____. This gives young people a goal in life and can be effective in building self-esteem and ambition.

EMPLOY

LIKELY

ABLE

SOCIAL, PLEASE

CAPABLE

POPULAR

POSSIBLE

4. ПИСЬМО ЛИЧНОГО ХАРАКТЕРА (задание C1)

Рекомендации к составлению письма личного характера

При написании личного письма необходимо придерживаться следующих правил.

1. Не забудьте указать свой адрес в правом верхнем углу. Адрес рекомендуется записывать в кратком виде:

*Город
Страна*

2. Под адресом необходимо написать дату письма:

*8 June 2012
June 8th
08/06/12*

3. Письмо начинается с неофициального обращения. Представьте, что вы пишете настоящему другу, а друзей обычно называют по имени. Если в задании не указано имя друга по переписке, вам следует его придумать. Начните свое письмо с дружеского обращения:

Dear Tim, или

Dear Rebecca,

После обращения обязательно ставится запятая!

4. Разделите текст письма на несколько логических абзацев. Каждый абзац должен начинаться с красной строки, или между абзацами должна быть пропущена строка.

1) В первом абзаце вам следует **поблагодарить** своего друга за его письмо.

Thanks (a lot) for your letter. It was great to hear from you again!

Вы можете также извиниться за то, что не писали раньше

I'm sorry I haven't answered earlier as I was really busy with my schoolwork.

и/или упомянуть какой-либо факт из полученного письма.

I'm glad you passed your History test!

2) **Основная часть письма** (2—3 абзаца). В этой части своего письма вы должны раскрыть все аспекты, указанные в задании. Внимательно прочитайте вопросы, заданные в письме, и постарайтесь дать на них развернутые ответы.

Предполагается, что письмо должно быть написано в неформальном стиле, поэтому вам следует использовать неформальные слова-связки такие как *actually, well, by the way, anyway, so, as for me*, разговорные выражения типа *Guess what?* или *Wish me luck!*, а также восклицательные знаки. Хотя личное письмо пишется в не-официальном стиле, тем не менее, рекомендуется использовать распространенные предложения с разнообразной лексикой.

Не забудьте задать все **необходимые вопросы**. Вопросы следует выделить в отдельный абзац. Постарайтесь сделать логичный переход от основной части письма к вопросам.

3) В последнем параграфе следует объяснить, почему вы заканчиваете письмо:

Well, I'd better go now as I have to do my homework.

I've got to go now! It's time for my favourite TV show.

и упомянуть о дальнейших контактах.

Write (back) soon!

Keep in touch!

Drop me a letter when you can.

Hope to hear from you soon.

I can't wait to hear from you!

5. **В конце письма** на отдельной строке указывается завершающая фраза. После нее всегда ставится запятая! Ниже приводятся возможные варианты завершающей фразы:

Love,

Lots of love,

All my love,

All the best,

Best wishes,

6. На следующей строке **под завершающей фразой** указывается имя автора (без фамилии!). Например:

Andrew или *Kate*

Таким образом, письмо к другу имеет следующий вид:

		Адрес пишущего указывается в правом верхнем углу
Обращение,		Дата под адресом
В начале письма автор обычно а) благодарит адресата за ранее полученную корреспонденцию; б) комментирует какой-либо факт из полученного письма или извиняется, что не ответил раньше		
Основная часть письма (2—3 абзаца). В ней должны быть раскрыты все аспекты, указанные в задании. Не забудьте задать все необходимые вопросы в отдельном абзаце.		
В конце письма автор обычно упоминает о причине окончания письма, а также о дальнейших контактах (используются фразы-клише).		
Завершающая фраза,		
Подпись автора (имя)		

7. Обязательно подсчитайте количество написанных вами слов. Чтобы не тратить на это дополнительное время на экзамене, вы можете заранее подсчитать, какое количество слов помещается у вас на одной строке, и на экзамене ориентироваться по количеству написанных строк. Помните, что адрес и дата входят в общее количество слов.

Очень важно уложиться в заданный объем 100—140 слов, так как при превышении объема на 10% будет проверяться и учитываться только та часть письма, которая укладывается в 140 слов. Если объем письма менее 90 слов, то задание проверке не подлежит и оценивается в 0 баллов. При определении соответствия объема представленной работы вышеуказанным требованиям считаются все слова, начиная с первого слова по последнее, включая вспомогательные глаголы, предлоги, артикли, частицы. В личном письме адрес, дата, подпись также подлежат подсчету. При этом краткие формы (*can't, didn't, I'm*), числительные, выраженные цифрами, считаются как одно слово; сложные слова, такие как *good-looking, well-bred, English-speaking, twenty-five*, а также сокращения (*USA, e-mail, TV, CD-ROM*) также считаются как одно слово.

8. Рекомендуемое время на выполнение этого задания — 20 минут.

4.1. Прочитайте экзаменационное задание.

You have received a letter from your English-speaking pen friend Harry, who writes:

...I'm fine but I've got a very busy week ahead. I'm a member of the school team and we are preparing for an important match in the City Championship. Are you fond of football? Do you watch football matches on TV? What other sports do you enjoy?

Well, I'd better go now. I've got to do some more training — I don't want to lose this match.

Take care and write back soon.

Write back to Harry.

In your letter

— answer his questions

— ask **3 questions** about his preparation for the match

Write **100—140 words**.

Remember the rules of letter writing.

4.2. Прочитайте экзаменационное задание.

You have received a letter from your English pen friend Mary, who writes:

...In your previous letter you told me that you had joined your school Literature Club. I wonder what you do at your club meetings. Can I help you in any way?

As for me, I enjoy reading very much and I would be really interested to know about famous Russian writers. Who is your favourite writer at the moment? Have you got enough time for reading? ...

Write a letter to Mary.

In your letter

— answer her questions and tell her about your Literature Club

— ask **3 questions** about her reading preferences

Write **100—140 words**.

Remember the rules of letter writing.

ПРОБЕРЬ СЕБЯ

1.1. 1. her; 2. him; 3. me; 4. them; 5. it; 6. them; 7. us; 8. them; 9. him; 10. them; 11. them, me; 12. it, them; 13. it, him; 14. it; 15. I, them; 16. they; 17. him; 18. us; 19. he, me; 20. them

1.2. 1. my; 2. his, his; 3. its; 4. her 5. his; 6. theirs; 7. my; 8. their; 9. its; 10. their; 11. my; 12. its; 13. his; 14. your, mine; 15. theirs; 16. mine; 17. yours; 18. your; 19. ours; 20. her

1.3. 1. herself; 2. himself/herself; 3. herself; 4. itself; 5. themselves; 6. herself; 7. himself; 8. themselves; 9. ourselves; 10. itself; 11. herself; 12. yourselves; 13. myself; 14. herself; 15. ourselves

1.4. 1. your; 2. my; 3. himself; 4. her; 5. his; 6. our; 7. us; 8. her; 9. themselves; 10. your

1.5. 1. that; 2. this; 3. those; 4. this; 5. that; 6. this; 7. this; 8. those; 9. this; 10. these; 11. those; 12. this, that; 13. that; 14. this; 15. those

2.1. 1. some, any; 2. any; 3. any, some; 4. some; 5. some, any; 6. some; 7. any, some; 8. any; 9. some; 10. any;

2.2. 1. no; 2. any; 3. no; 4. some; 5. every; 6. no; 7. any; 8. no, some/ some, no; 9. every; 10. no

2.3. 1. any; 2. any; 3. some; 4. any; 5. something; 6. anybody/anyone; 7. nothing; 8. anybody/ anyone; 9. some, any; 10. anything; 11. somebody/someone, anywhere; 12. any; 13. someone/somebody; 14. everywhere; 15. nobody/no one; 16. somebody/someone; 17. anybody/anyone; 18. every; 19. anything, nothing; 20. no

2.4. 1. no; 2. some, any; 3. any; 4. anyone/anybody; 5. some, any; 6. some; 7. somewhere; 8. any; 9. no; 10. anyone/anybody; 11. everywhere, anywhere; 12. anything; 13. any; 14. some, any; 15. someone/somebody; 16. everyone/everybody; 17. every; 18. anything; 19. nobody/no one; 20. something

2.5. 1. any, some; 2. anywhere; 3. no; 4. any; 5. some; 6. every; 7. some; 8. anyone/anybody; 9. anything; 10. anyone/anybody, nobody/no one; 11. anyone/anybody; 12. somewhere; 13. anything; 14. anywhere; 15. nothing; 16. some, any; 17. anything; 18. nobody/no one, nothing; 19. everyone/everybody; 20. somewhere/anywhere

3.1. *un* — unpopular, unsocial, unknown, unimportant, unusual, unlikely, unsafe
in — inability, inappropriate, indifferent, infamous, independent, invisible, infinite

im — imperfect, impolite, impossible, impatient, immature

il — illiterate, illegal, illegible, illogical

ir — irresponsible, irregular, irrelevant, irreplaceable

dis — distrust, disability, disappear, disagreement, dishonest, disadvantage

anti — antisocial, antiwar

3.2. 1. inattentive; 2. unhealthy; 3. disapproval; 4. unhelpful; 5. inexpensive; 6. disorganized; 7. immature; 8. uncomfortable; 9. undesirable; 10. indecisive

3.3. 1. unemployment; 2. unlikely; 3. inability; 4. antisocial; 5. displeased; 6. incapable; 7. unpopular; 8. impossible

4.1. (*Возможный вариант ответа*)

Moscow
Russia
October 21st

Dear Harry,

Hi! How's it going? Thanks for your last letter. I'm glad you are in your school football team now!

In your letter you ask me about football. Well, I'm really fond of it. It's a great game and I'm always happy when my team wins. But I don't watch football matches on TV be-

cause it's rather boring. I prefer playing to watching as it's more exciting. I'm also keen on roller-skating. It's fun to take part in street competitions and to perform different tricks.

Anyway, what about your preparation for the City Championship? How many times a week do you train? Where do you usually train? Have you got an experienced coach?

Well, I'd better go now as I have to tidy up my room. Write back soon!

All the best,

Ivan

4.2. (Возможный вариант ответа)

Orel
Russia
May 15th

Dear Mary,

It was great to hear from you again! Thanks a lot for the enclosed photo.

In your letter you ask me about our school Literature Club. Well, at our club meetings we share our views on books we've read and do projects on popular writers and poets. My favourite writer is Anton Chekhov, who was one of the most famous Russian playwrights. However, I especially admire him because of his wonderful short stories. Unfortunately, I don't have much time for reading as I'm too busy at school.

Anyway, it'll be great if you could help me with my project. What kind of books do you enjoy? What book are you reading now? Who is your favourite writer?

Well, I'd better go now. There's a film starting in a minute. Keep in touch!

Love,

Dasha

День 5. Повторение

В этом уроке вы:

- закрепите навыки аудирования и чтения;
- используете изученный лексико-грамматический материал практически;
- напишете письмо другу.

Раздел 1. АУДИРОВАНИЕ

B1	<i>Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A—F и утверждениями, данными в списке 1—7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.</i>
-----------	--

1. My leisure activity helps me stay in shape.
2. My favourite leisure activity makes me fat.
3. I enjoy making handmade gifts.
4. My favourite leisure activity can produce different effects.
5. My favourite activity helps me to relax.
6. I gave up my favourite activity because of my job.
7. My favourite activity helps me find like-minded friends.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор друзей. Определите, какие из приведенных утверждений A1—A7 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). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 The race will take place in half a month.

- 1) True 2) False 3) Not stated

A2 Registration for the race has already started.

- 1) True 2) False 3) Not stated

A3 Mike expects about 250 people to register for the race by next weekend.

- 1) True 2) False 3) Not stated

- A4** It is necessary to start the race in a warm place.
 1) True 2) False 3) Not stated
- A5** Mike is not satisfied with the present Mayor.
 1) True 2) False 3) Not stated
- A6** Midsummer Park has good eating facilities.
 1) True 2) False 3) Not stated
- A7** The athletes will be able to take a break and to relax at the train station car park.
 1) True 2) False 3) Not stated

Раздел 2. ЧТЕНИЕ

B2 Установите соответствие между заголовками 1—8 и текстами A—G. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз. В задании один заголовок лишний.**

- | | |
|--------------------|------------------|
| 1. Harvest | 5. Breeding |
| 2. Etymology | 6. Cultivation |
| 3. Toxicity | 7. Culinary Uses |
| 4. Growing Indoors | 8. History |

A. The avocado originated in the state of Puebla, Mexico. The native undomesticated variety is small, with dark black skin, and contains a large seed. The oldest evidence of avocado use was found in a cave located in Coxcatlán, Mexico, that dates to around 10,000 BC. The avocado tree also has a long period of cultivation in Central and South America. A water jar shaped like an avocado, dating to AD 900, was discovered in the pre-Incan city of Chan Chan.

B. The word ‘avocado’ comes from the Spanish ‘aguacate’. Avocados were known by the Aztecs as ‘the fertility fruit’. In some countries of South America, such as Argentina, Bolivia, Chile, Peru, and Uruguay, the avocado is known by its Quechua name ‘palta’. The fruit is sometimes called an ‘avocado pear’ or ‘alligator pear’ due to its shape and the rough green skin. It is known as ‘Butter Fruit’ in parts of India.

C. The avocado tree does not tolerate freezing temperatures, and can be grown only in subtropical or tropical climates. High winds reduce the humidity, dehydrate the flowers, and affect pollination. When even a mild frost occurs, premature fruit drop may occur, although the Hass cultivar can tolerate temperatures down to 1°C. The trees also need well-aerated soils, ideally more than 1 m deep. Yield is reduced when the irrigation water is highly saline. These soil and climate conditions are available only in a few areas of the world.

D. An average avocado tree produces about 500 avocados annually. Commercial orchards produce an average of seven tonnes per hectare each year, with some orchards achieving 20 tonnes per hectare. The avocado is a climacteric fruit, which means it matures on the tree, but ripens off the tree. Avocados that fall off the tree ripen on the ground. Generally, the fruit is picked once it reaches maturity. Avocados used in commerce are picked hard and green and kept in coolers until they reach their final destination.

E. Avocados are often grown from pits. This is done by removing the pit from a ripe, unrefrigerated avocado. The pit is then stabbed with three or four tooth picks, about one third of the way up. The pit is placed in a jar or vase with tepid water. In four to six weeks, it should split and out should come roots and a sprout. Once the stem has grown a few inches, it is placed in a pot with soil. It should be watered every few days. Avocados have been known to grow large, so owners must be ready to repot the plant several times.

F. The fruit is not sweet, but fatty, and distinctly yet subtly flavoured. It is used in both savoury and sweet dishes, though in many countries not for both. The avocado is very popular in vegetarian cuisine as substitute for meats because of its high fat content. Generally, avocado is served raw, though some cultivars can be cooked for a short time without becoming bitter. In Ethiopia, avocados are made into juice by mixing them with sugar and milk or water. Avocados are also used to make salads.

G. Avocado leaves, bark, skin, or pit are documented to be harmful to animals. Cats, dogs, cattle, goats, rabbits, rats, birds, fish, and horses can be severely harmed or even killed when they consume them. Avocado leaves contain a fatty acid derivative, persin, which in sufficient quantity can cause equine colic and, without veterinary treatment, death. Birds also seem to be particularly sensitive to this compound. Feeding avocados to any animal should be avoided completely. Negative effects in humans seem to be primarily in allergic individuals.

A	B	C	D	E	F	G

B3	<i>Прочитайте текст и заполните пропуски А—Г частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.</i>
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Every invention has an official birth date. For the Cube this date is 1974 (**A**)_____. The inventor's name is now a household word, Rubik's Cube.

Although 1974 marks the appearance of the Cube, the processes that led to the invention began a few years earlier. At the time, Erno Rubik was a lecturer at the Academy of Applied Arts and Crafts in Budapest.

In the course of his teaching, Erno Rubik preferred to communicate his ideas by the use of actual models, made from wood or plastic, (**B**)_____. When the Cube was completed, Erno Rubik demonstrated it to his students and let some of his friends play with it. The effect was instantaneous. Once somebody laid his hands on the Cube, (**C**)_____! The compulsive interest of friends and students in the Cube caught its creator completely by surprise and it was months before any thought was given to the possibility of producing it on an industrial scale.

During 1978 the Cube began to make its way through the hands of fascinated youths into homes and schools (**D**)_____. The challenge of trying to master the Cube seemed to have a mesmeric effect on an amazing variety of individuals. Grandmothers, bank managers, baseball players, pilots, librarians could be seen working away at their Cubes at any hour of the day. But it was the young, schoolboys and students, (**E**)_____. Now the Cube is part of a family of puzzles and games which bear the stamp of the genius who created the greatest three dimensional puzzle the world has ever known.

Erno Rubik has not changed much over the years. Working closely with Seven Towns, he is still deeply engaged in creating new games and puzzles, and remains one of the principal beneficiaries of (**F**)_____.

1. it was difficult to get it back
2. which was the first step on the long road that led finally to the Cube

3. who proved most adept at solving the puzzle
4. where it was finally rejected
5. what proved to be a spectacularly successful invention
6. when the first working prototype came into being
7. without any promotion or publicity

A	B	C	D	E	F

Раздел 3. ГРАММАТИКА И ЛЕКСИКА

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4—B10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4—B10.

Graffiti

- B4** Graffiti is any type of public markings that may appear in the forms of simple written words to elaborate wall paintings. Graffiti _____ since ancient times. **EXIST**
- B5** The _____ forms of graffiti date back to 30,000 BC in the form of prehistoric cave paintings and pictographs using tools such as animal bones and pigments. **EARLY**
- B6** The images drawn on the walls showed scenes of animal wildlife and hunting expeditions. These illustrations _____ in ceremonial and sacred locations inside of the caves. **PLACE**
- B7** Modern Graffiti _____ in many different forms, from the scrawled message in a public bathroom stall to the spray-painted murals boasted on subway walls. **COME**
- B8** Nowadays, paint, particularly spray paint, and marker pens have become the _____ used graffiti materials. **COMMONLY**
- B9** In most countries, marking or painting property without the property _____ consent is considered to be vandalism, which is a punishable crime. **OWNER**
- B10** Because of the controversial material contained in many murals, graffiti is now considered to be a form of resistance art, in rebellion against common public _____ and government laws. **BELIEF**

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11—B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11—B16**.

Computer Addiction

- | | | |
|------------|---|--------------------|
| B11 | Excessive computer use can become really _____. And it doesn't only mean playing computer games. | ADDICT |
| B12 | Wireless connection to the Internet has brought the world closer to people making them to _____ withdraw into an artificial world of communication. | GRADUAL |
| B13 | Lots of young people find virtual reality more attractive than their everyday lives. This of course leads to _____ effects. | DESIRABLE |
| B14 | Teenagers become irresponsible in their everyday lives. Computer addiction makes them neglect school work and their everyday _____. | RESPONSIBLE |
| B15 | Computer addicts become isolated, anti-social and _____ of dealing with each other directly. | CAPABLE |
| B16 | Their lives become _____ without going online to check their email or to chat, and they become totally dependent on their computers. | AIM |

Раздел 4. ПИСЬМО

- C1** You have 20 minutes to do this task.
You have received a letter from your English-speaking pen friend Mark, who writes:

...Guess what! All my friends are going to 'Waterland' next week and I can't swim! What shall I do? If I go with my friends, they will be teasing me all the time. I have always wanted to learn to swim but I feel embarrassed to start learning at my age. What would you advise me to do? Is it difficult to learn how to swim? How many lessons will I need?

Well, I'd better go now as my mum's calling me for dinner.

Write back to Mark.

In your letter

— answer his questions

— ask **3 questions** about his favourite sports

Write **100—140 words**.

Remember the rules of letter writing.

ПРОВЕРЬ СЕБЯ

Раздел 1. АУДИРОВАНИЕ			
B1	436172	A1—A7	1122132
Раздел 2. ЧТЕНИЕ			
B2	8261473	B3	621735
Раздел 3. ГРАММАТИКА И ЛЕКСИКА			
B4	hasexisted	B11	addictive
B5	earliest	B12	gradually
B6	wereplaced	B13	undesirable
B7	comes	B14	responsibilities
B8	mostcommonly	B15	incapable
B9	owner's	B16	aimless
B10	beliefs		

Раздел 4. ПИСЬМО

Задание C1 (*Возможный вариант ответа*)

Rostov-upon-Don
Russia
20/06/12

Dear Mark,

Thanks a lot for your quick reply. I'm glad you got over the flu!

Well, I think you shouldn't feel embarrassed. I guess there are lots of attractions in 'Waterland' like water slides or water games so nobody will notice that you can't swim. You should definitely go there and have fun!

Yet I would start learning to swim, if I were you. It isn't very difficult so you'll need five or six lessons. Swimming is my favourite sport because it's a good exercise for the whole body.

And what about you? What sports do you enjoy? Have you got enough time for your favourite sport? Are you fond of any extreme sports?

Well, I'd better go now as I have to do the shopping. Keep in touch!

All the best,

Vasya

День 6

В этом уроке вы:

- сравните употребление времен *Present Simple* и *Present Continuous*;
- научитесь образовывать существительные с помощью суффиксов *al, ance, ence, ist, ment, ness, tion, ty/ity*;
- разовьете навыки чтения с полным пониманием текста (задания A15—A21).

1. PRESENT SIMPLE/PRESENT CONTINUOUS

	PRESENT SIMPLE	PRESENT CONTINUOUS
Употребление	Регулярные действия в настоящем; общеизвестные факты, истины; постоянные ситуации и состояния (с глаголами, которые не употребляются в Continuous); будущие действия в соответствии с расписанием	Действия, происходящие в настоящий момент; временные ситуации; постоянные действия, вызывающие неудовольствие; запланированные и подготовленные действия в будущем
Ключевые слова	usually, every (day), often, seldom, rarely, always, never, sometimes, as a rule, hardly ever, on Sundays	now, right now, today, at present, at the moment, Look!, Listen! still
Инфинитив	to V	to be + V-ing
Утвердительное предложение	I/ We/ You/ They + V He/She/It + Vs	I + am + V-ing He/She/It + is + V-ing We/You/They + are + V-ing
Отрицательное предложение	I/We/You/They + don't + V He/She/It + doesn't + V	I + am not + V-ing He/She/It + isn't + V-ing We/You/They + aren't + V-ing
Общий вопрос	Do + I/we/you/they + V ...? Does + he/she/it + V ... ?	Am + I + V-ing ...? Is + he/she/it + V-ing ...? Are + we/you/they + V-ing ...?
Специальный вопрос	WH + do/does + S + V ...? WH — вопросительное слово; V — смысловой глагол (verb)	WH + am/is/are+S+V-ing...? S — подлежащее (subject);
Вопрос к подлежащему	WHO / WHAT + Vs ... ?	WHO/WHAT + is + V-ing ...?

Следует помнить правила прибавления окончаний *s* и *ing* к глаголу, так как при компьютерной проверке одна неправильно написанная буква приведет к ошибке в ответе.

а) правила прибавления окончания s к глаголу

- окончание **s** прибавляется к глаголам во времени *Present Simple* после подлежащего в 3-м лице единственного числа:

I want — He wants We like — She likes

- если глагол оканчивается на буквы **o, x, z, s, ss, sh, ch**, то к глаголу прибавляется окончание **es**:

I go — He goes We watch — She watches

- при прибавлении окончания **s** буква **y** меняется на **i**, если она стоит *после согласной*, и прибавляется окончание **es**:

I study — He studies We try — She tries

- Если перед буквой **y** стоит гласная буква, то она не изменяется, и к глаголу прибавляется просто **s**:

I play — He plays We stay — She stays

б) Правила прибавления окончания ing

- окончание **ing** прибавляется к глаголам при образовании формы *Present Participle* (Ving) и герундия (Ving)

go — going open — opening

- непроизносимая буква **e** на конце отбрасывается

write — writing live — living

Но: agree — agreeing dye- dyeing

- если глагол оканчивается на одну согласную, перед которой стоит одна ударная гласная, то согласная удваивается

run — running refer — referring

- при прибавлении окончания **ing** буквы **ie** на конце глагола меняются на **y** и прибавляется окончание **ing**:

lie — lying die — dying tie — tying

1.1. Прибавьте окончание s или es там, где необходимо.

1. He work___ in a bank.
2. They live___ in England.
3. I watch___ TV every day.
4. My brother watch___ TV every day, too.
5. She go___ to school.
6. My mother teach___ children.
7. We play___ tennis every weekend.
8. He speak___ English very well.
9. The film finish___ at 10 o'clock.
10. They go___ on holiday in summer.
11. My sister do___ her homework every day.
12. We start___ work at 8.30.
13. He eat___ cheese for breakfast.
14. I enjoy___ playing darts.
15. He hate___ cooking.

1.2. Прибавьте окончание ing к следующим глаголам.

- | | | |
|---------|----------|-----------|
| 1. eat | 6. sleep | 11. begin |
| 2. swim | 7. dance | 12. write |
| 3. work | 8. put | 13. shop |
| 4. have | 9. watch | 14. leave |
| 5. play | 10. run | 15. open |

1.3. Present Simple или Present Continuous? Выберите правильную форму глагола.

1. Paul is good at tennis. He (plays/is playing) tennis very well.
2. It's very noisy — Suzy (listens/is listening) to rock music.

3. Many birds (fly/are flying) south every summer.
4. Most students (don't smoke/aren't smoking) these days.
5. (Does Mr. Black use/ Is Mr. Black using) the computer at the moment?
6. Jack usually (goes/ is going) to work on Saturdays.
7. Dick isn't at home now. He (helps/is helping) a student with his project.
8. (Does it rain/Is it raining?) No, look, it's sunny.
9. My classmates are very sporty and they (play/are playing) football very well.
10. You look nice, Ann. (Do you wear/ Are you wearing) a new dress?
11. France (has/is having) a lot of high mountains.
12. Every morning John (gets up/ is getting up) at 7.00.
13. I'm sorry. I can't help you at the moment. I (wash up/ am washing up).
14. Hi! Where (do you go/are you going)?
15. I'd better go home now. I (have/ am having) terrible pains in my chest.
16. Jerry often (paints/is painting) pictures of different animals.
17. Derek is good at tennis but he (doesn't play/isn't playing) it very often.
18. She's not ready — she (cooks/is cooking) dinner.
19. (Do you always wear/ Are you always wearing) glasses?
20. Turn the TV off — no one (watches/is watching) it!

2. ГЛАГОЛЫ, КОТОРЫЕ НЕ УПОТРЕБЛЯЮТСЯ ВО ВРЕМЕНАХ ГРУППЫ CONTINUOUS

Следующие глаголы нельзя употреблять во временах группы *Continuous*. Вместо них следует употреблять времена группы *Simple*.

Глаголы ощущения	see, hear, feel, smell, taste, sound, etc
Глаголы эмоций	love, like, dislike, hate, want, wish, prefer, fear, mind, etc
Глаголы умственной деятельности	know, remember, forget, understand, recognize, believe, think (=считать, иметь мнение), expect, hope, doubt, etc
Глаголы внешности	look (=выглядеть), seem, appear (=seem), resemble, etc
Глаголы обладания	have (=иметь), own, belong, possess, consist of, involve, etc
Другие глаголы	be, cost, need, etc

Примечание: следует помнить, что некоторые глаголы могут иметь и другие значения, в которых они могут употребляться во временах *Continuous*. К ним относятся глаголы *see* (встречаться), *smell* (нюхать), *taste* (пробовать на вкус), *feel* (переживать, испытывать состояние), *think* (обдумывать), *look* (смотреть), *have* (в словосочетаниях *have breakfast/lunch/dinner, have a bath/shower, have a lesson, have a rest, etc*).

2.1. Present Simple или Present Continuous? Выберите правильную форму глагола.

1. Listen! I (want/am wanting) to ask you a few questions.
2. "Where is Ann?" "She (has/is having) a rest in the garden."
3. How do you make this apple pie? It (tastes/is tasting) wonderful.
4. This dress (looks/is looking) great on you!
5. Jane can't come to the phone because she (washes/is washing) her hair.
6. I (don't like/am not liking) football very much.
7. We usually (go/are going) to the seaside in summer.
8. I (think/am thinking) of going to university after finishing school.

9. (Do you study/ Are you studying) for your exams at the moment?
10. Cats (see/are seeing) very well in the dark.
11. Can you be quiet, please? I (listen/am listening) to the radio.
12. He (thinks/is thinking) that school is boring.
13. They (meet/are meeting) for lunch once a month.
14. Ann paid for the boat so it (belongs/is belonging) to her now.
15. John! Answer the door, please! I (make/am making) dinner.
16. I (don't enjoy/am not enjoying) cooking very much.
17. It (rains/is raining) a lot in this region in winter.
18. I (prefer/am preferring) volleyball to basketball.
19. (Do you know/Are you knowing) what's happening?
20. We (have/are having) a house near the beach.

2.2. Present Simple или Present Continuous? Используйте правильную форму глагола в скобках.

1. The telephone (ring). Can you answer it?
2. Be quiet! I (watch) this film.
3. What he usually (have) for breakfast?
4. My parents (look) for a new country house now, because they (not want) to stay in Moscow in summer.
5. We usually (take) a bus to get to school.
6. "Why you (smile)?" "I (have) no homework today."
7. Where you (go) on Sundays?
8. I always (wear) nice clothes at school. Today I (wear) a white blouse and a blue skirt.
9. "Jane! Where are you? What you (do)?" "I (clean) my shoes."
10. Nick (live) in Kiev. He often (phone) us when he (not be) busy.
11. "Why you (go) to bed? It's only 10.00." "I always (go) to bed early."
12. I can't use the telephone now. It (not work).
13. It's late. I (want) to go to sleep.
14. "How many languages she (speak)?" "She (speak) six foreign languages."
15. I (not think) Ann (like) me very much.
16. "Who is Richard?" "He (stand) next to Jane."
17. My father (work) in a bank, but today he is at home. He (write) letters.
18. "Where is Tom?" "He (have) breakfast."
19. John (not get) up very early on Sundays.
20. Oh, dear! This milk (taste) awful.

2.3. Present Simple или Present Continuous? Используйте правильную форму глагола в скобках.

1. Hurry up! Everybody (wait) for you.
2. "You (watch) TV?" "No, you can turn it off."
3. What you usually (do) at weekends?
4. The Volga (flow) into the Caspian Sea.
5. I'm tired. I (go) to bed now. Goodnight!
6. This train is never late. It always (leave) on time.
7. Don't put the dictionary away. I (use) it.
8. Who is this man? What he (want)?
9. You look serious! What you (think) about?
10. He told me his address but I (not remember) it now.
11. Jane (not drink) coffee very often.
12. Please don't make so much noise. Tom (do) his homework.
13. I (look) for Ann. You (know) where she is?
14. He never (tell) the truth. I (not believe) him.

15. "Tom usually (help) about the house?" "No, he ____."
16. You may phone Peter and ask him. I think he (not sleep) yet.
17. When your children usually (get) up?
18. Why that man (look) at us? You (recognize) him?
19. "Can you drive?" "I (learn). My father (teach) me."
20. Listen to those people! What language they (speak)?

2.4. Present Simple или Present Continuous? Употребите правильную форму глагола в скобках.

Dear Julia,

Thanks a lot for your letter. I am really happy to be your pen pal and I'd like to tell you about myself.

I (1)(live) in a large flat in Moscow. I've got a sister. Her name is Olga. We (2)(get) up at 7 o'clock every morning. I (3)(leave) home at 8 o'clock but my sister (4)(leave) home at 7. 30. She is a student. She (5)(finish) classes at 5 every day and (6)(come) home at 6 p.m. In the evening we usually (7)(go) for a walk together.

Today is Saturday. At the moment, I (8)(eat) breakfast in the kitchen of our flat, my parents (9)(drink) coffee, and my sister (10)(have) a shower. On Saturday afternoons I usually (11)(play) tennis with my friends but today I'm going to see a new English film. You (12)(like) films? I (13)(like) English films, but I always (14)(not understand) the words. And how you (15)(spend) your weekends?

Sorry, I've got to finish my letter. Please write back.

All the best,

Ann

3. СЛОВООБРАЗОВАНИЕ — СУЩЕСТВИТЕЛЬНЫЕ

3.1. Образуйте существительные от следующих слов и разбейте их по категориям.

Poor, kind, achieve, interfere, science, protect, endure, revive, disagree, equal, absent, weak, journal, enter, populate, refuse, refer, capable, move, happy, environmental, appear, survive, difficult, deplete, govern, biology, ignore, white, coexist, require, pollute, chemical, major, significant, arrive, depend, aware, mitigate, approve, vary.

Суффикс	-al	-ist	-ness	-tion	-ance	-ence	-ment	-ty/-ity
Существительные								poverty

3.2. Существительные могут образовываться прибавлением окончания *ing* к глаголам. Образуйте существительные от следующих глаголов.

- | | | |
|---------|--------------|-----------|
| 1. jog | 6. advertise | 11. bully |
| 2. box | 7. travel | 12. sail |
| 3. ski | 8. commit | 13. drive |
| 4. lie | 9. choose | 14. warn |
| 5. meet | 10. climb | 15. plan |

3.3. Заполните пропуски существительными, образованными от слов, напечатанных в конце строк заглавными буквами.

1. People have destroyed our environment by _____ huge cities. **BUILD**
2. Everyone understands the _____ of environmental protection. **IMPORTANT**
3. What can we do to reduce the _____ of the atmosphere? **POLLUTE**

- | | |
|--|-------------|
| 4. _____ down on emissions from factories and plants could help solve the problem. | CUT |
| 5. Many rare species are threatened with _____. | EXTINCT |
| 6. We must struggle for the _____ of endangered species. | EXIST |
| 7. Many countries must try and control the growth of the _____. | POPULATE |
| 8. While some countries get richer, the _____ in others get worse. | POOR |
| 9. Millions of people in the world are threatened with _____. | STARVE |
| 10. The protection of the environment is everyone's _____. | RESPONSIBLE |

Полезные советы:

- Не забывайте, что некоторые слова, которые необходимо вставить, могут иметь отрицательное значение. Используйте отрицательный префикс.
- Существительные могут стоять как в единственном, так и во множественном числе. Вспомните правила образования множественного числа существительных.

3.4. Прочитайте текст об экологических проблемах. Преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Environmental Protection

(1) _____ about ecology may lead to further (2) _____ of nature. The protection of the environment is the (3) _____ of all nations, rich and poor. (4) _____ should take measures that will help improve the environment. However, economic (5) _____ between nations leads to greater (6) _____, which restricts the (7) _____ for nature (8) _____.

Fortunately, there are a lot of environmental groups and international (9) _____, whose main goal is to strengthen (10) _____ among (11) _____ from different countries. The most famous of them is "Greenpeace", which combines the people's efforts for peace with the huge (12) _____ for environmental protection. The (13) _____ of "The World Wildlife Fund" in 1961 led to the (14) _____ of national parks in different parts of the world. If we take action now, there might be some hope for (15) _____ of our nature.

IGNORE, DESTROY
RESPONSIBLE
GOVERN
COMPETE
EQUAL
POSSIBLE
CONSERVE
ORGANISE
COOPERATE
ENVIRONMENTAL
MOVE
APPEAR
CREATE

SURVIVE

4. ЧТЕНИЕ С ПОЛНЫМ ПОНИМАНИЕМ ТЕКСТА (задания A15—A21)

Полезные советы:

- Прочитайте внимательно текст, а затем начните отвечать на вопросы.
- Не волнуйтесь, если вы не знаете значения каких-либо слов. Возможно, они не понадобятся вам при выборе правильного ответа. Если все же эти слова существенны для ответа на вопрос, попробуйте догадаться об их значении по контексту или словообразовательным элементам.
- Попытайтесь найти в тексте ответ на вопрос до того, как вы посмотрите на варианты ответов. Затем прочитайте варианты ответа и выберите тот, который наилучшим образом удовлетворяет содержанию текста.

4.1. Прочитайте рассказ и выполните задания 1—7. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа. Перенесите ответы в таблицу.

When David steps out of the front door he is blinded for a moment by the white, fizzing sunlight and reaches instinctively for his dad's hand. It's the first really warm day of the year, an unexpected heat that bridges the cusp between spring and summer. Father and son are on their way to the barbershop, something they have always done together.

Always, the routine is the same. "It's about time we got that mop of yours cut," David's dad will say, pointing at him with two fingers, a cigarette wedged between them. "Perhaps I should do it. Where are those shears, Janet?" Sometimes his dad chases him round the living room, pretending to cut off his ears. When he was young David used to get too excited and start crying, scared that maybe he really would lose his ears, but he has long since grown out of that.

Mr Samuels' barbershop is in a long room above the chip shop, reached by a steep flight of stairs. There is a **groove** worn in each step by the men who climb and descend in a regular stream. David follows his father, annoyed that he cannot make each step creak like his old man can.

David loves the barbershop — it's like nowhere else he goes. Black and white photographs of men with various out-of-fashion hairstyles hang above a picture rail at the end of the room, where two barber's chairs are bolted to the floor. They are heavy, old-fashioned chairs with foot pumps that hiss and chatter as Mr Samuels, the rolls of his plump neck squashing slightly, adjusts the height of the seat. In front of the chairs are deep sinks with a showerhead and long metal hose attached to the taps. Behind the sinks are mirrors and on either side of these, shelves overflowing with a mixture of plastic combs, shaving mugs, scissors, cut throat razors, hair brushes and, stacked neatly in a pyramid, 10 bright red tubs of Brylcreem.

At the back of the room sit the customers, silent for most of the time, except when Mr Samuels breaks off from cutting and takes a drag on his cigarette, sending a wisp of grey-blue smoke like the tail of kite twisting into the air.

When it is David's turn for a cut, Mr Samuels places a wooden board covered with a piece of oxblood red leather across the arms of the chair, so that the barber doesn't have to stoop to cut the boy's hair. David scrambles up onto the bench.

"The rate you're shooting up, you won't need this soon, you'll be sat in the chair," the barber says. "Wow," says David, squirming round to look at his dad, forgetting that he can see him through the mirror. "Dad, Mr Samuels said I could be sitting in the chair soon, not just on the board!" "So I hear," his father replies, not looking up from the paper. "I expect Mr Samuels will start charging me more for your hair then." "At least double the price," said Mr Samuels, winking at David. Finally David's dad looks up from his newspaper and glances into the mirror, seeing his son looking back at him. He smiles.

In the mirror David sees a little head sticking out of a long nylon cape that Mr. Samuels has swirled around him and folded into his collar with a wedge of cotton wool. Occasionally he steals glances at the barber as he works. He smells a mixture of stale sweat and aftershave as the barber's moves around him, combing and snipping, combing and snipping. David feels like he is in another world, noiseless except for the scuffing of the barber's shoes on the lino and the snap of his scissors. In the reflection from the window he could see a few small clouds moving slowly to the sound of the scissors' click.

When Mr. Samuels has finished, David hops down from the seat, rubbing the itchy hair from his face. Looking down he sees his own thick, blonde hair scattered among the browns, greys and blacks of the men who have sat in the chair before him. For a moment

he wants to reach down and gather up the broken blonde locks, to separate them from the others, but he does not have time.

The sun is still strong when they reach the pavement outside the shop, but it is less fiery now, already beginning to drop from its zenith. “Let’s get some fish and chips to take home, save your mum from cooking tea,” says David’s dad. The youngster is excited and grabs his dad’s hand. The thick-skinned fingers close gently around his and David is surprised to find, warming in his father’s palm, a lock of his own hair.

(Adapted from ‘David’s Haircut’ by Ken Elkes)

1. Sometimes David’s dad chases him round the living room because
 - 1) he intends to take him to the barbershop.
 - 2) he wants to frighten David.
 - 3) he wants to cut off David’s ears.
 - 4) he intends to cut David’s hair with the shears.
2. In paragraph 3 ‘a groove’ means
 - 1) a kind of clothes worn by the men who come to the barbershop
 - 2) a special perfume
 - 3) a thin cut into a wooden surface
 - 4) a creak that each step makes
3. Mr. Samuels

1) has got a modern barbershop.	3) has got very few customers.
2) is a rich barber.	4) is slightly fat.
4. Mr. Samuels places a wooden board across the arms of the chair because
 - 1) he wants David to sit comfortably while cutting.
 - 2) he would like David to see himself in the mirror.
 - 3) he doesn’t want to bend while cutting the boy’s hair.
 - 4) in this case he doesn’t have to work hard.
5. Mr. Samuels says he will charge double the price for David’s hair because
 - 1) he intends to raise the price of the haircut.
 - 2) David has already grown up.
 - 3) he is kidding.
 - 4) he needs to buy a new chair.
6. David feels like he is in another world because
 - 1) he has never been to the barbershop.
 - 2) he can hear almost no sounds.
 - 3) he smells a mixture of stale sweat and aftershave.
 - 4) he can see a few small clouds in the sky.
7. David’s hair is

1) fair.	2) grey.	3) brown.	4) red.
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1	2	3	4	5	6	7

4.2. Выпишите из текста синонимы к следующим словам и словосочетаниям.

- | | |
|--|---|
| 1. unable to see | 6. go down |
| 2. turning point | 7. slightly fat |
| 3. the place where men have their hair cut | 8. changes slightly to make more suitable |
| 4. very large scissors | 9. to bend |
| 5. runs after | 10. from time to time |

4.3. Прочитайте рассказ и выполните задания 1—7. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа. Перенесите ответы в таблицу.

The risk of catastrophic climate change is getting worse, according to a new study from scientists involved with the United Nations Intergovernmental Panel on Climate Change (IPCC). Threats — ranging from the destruction of coral reefs to more extreme weather events like hurricanes, droughts and floods — are becoming more likely at the temperature change already underway: as little as 1.8 degree Fahrenheit (1 degree Celsius) of warming in global average temperatures.

“Most people thought that the risks were going to be for certain species and poor people. But all of a sudden the European heatwave of 2003 comes along and kills 50,000 people; [Hurricane] Katrina comes along and there’s a lot of data about the increased intensity of droughts and floods. Plus, the dramatic melting of Greenland that nobody can explain certainly has to increase your concern,” says climatologist Stephen Schneider of Stanford University, who co-authored the research published this week in the *Proceedings of the National Academy of Sciences* as well as in several IPCC reports. “Everywhere we looked, there was evidence that what was believed to be likely has happened. Nature has been cooperating with climate change theory unfortunately.”

Schneider and his colleagues updated a graph, **dubbed** the “burning embers,” that is designed to map the risks of damage from global warming. The initial version of the graph drawn in 2001 had the risks of climate change beginning to appear after 3.6 or 5.4 degrees F (2 to 3 degrees C) of warming, but the years since have shown that climate risks kick in with less warming.

According to the new graph, risks to “unique and threatened systems” such as coral reefs and risks of extreme weather events become likely when temperatures rise by as little as 1.8 degrees F from 1990 levels, which is on course to occur by mid-century given the current concentrations of atmospheric greenhouse gases. In addition, risks of negative consequences such as increased droughts and the complete melting of ice caps in Greenland and Antarctica definitively outweigh any potential positives, such as longer growing seasons in countries such as Canada and Russia.

“We’re definitely going to overshoot some of these temperatures where we see these very large vulnerabilities manifest,” says economist Gary Yohe of Wesleyan University in Middletown, Conn., another co-author. “We’re going to have to learn how to adapt.” Adaptation notwithstanding, Yohe and Schneider say that scientists must also figure out a way to reduce greenhouse gas emissions to reverse the heating trend to prevent further damage.

Several bills pending in Congress would set a so-called cap-and-trade policy under which an overall limit on pollution would be set — and companies with low output could sell their allowances to those that fail to cut emissions as long as the total stays within the total pollution cap. Any such federal policy would put a price on carbon dioxide pollution, which is currently free to vent into the atmosphere, Yohe note. He, however, favours a so-called carbon tax that would set a fixed price for such climate-changing pollution rather than the cap-and-trade proposals favoured by the Obama administration. “It’s a predictable price, not a thing that bounces around.”

But even with such policies in place—not only in the U.S. but across the globe—climate change is a foregone conclusion. Global average temperatures have already risen by at least 1.1 degrees Fahrenheit (0.6 degree C) and further warming of at least 0.7 degree F (0.4 degree C) is virtually certain, according to the IPCC. And a host of studies, including a recent one from the Massachusetts Institute of Technology, have shown that global warming is already worse than predicted even a few years ago. The question is: “Will it be catastrophic or not?” “We’ve dawdled, and if we dawdle more, it will get even worse,” Schneider says. “It’s time to move.”

(Adapted from ‘Risks of Global Warming Rising’ by David Biello)

1. The current temperature change
 - 1) is less than it was predicted.
 - 2) is too little to cause any concern.
 - 3) makes natural disasters more probable.
 - 4) has caused the catastrophic climate change.
2. According to Stephen Schneider, people should be more worried because
 - 1) the heat wave is going to kill more people.
 - 2) the intensity of floods and drought will increase in the near future.
 - 3) nobody can explain the dramatic melting of Greenland.
 - 4) nature has proved the climate change theory.
3. In paragraph 3 'dubbed' means

1) added.	3) doubled.
2) labelled.	4) showed.
4. According to the updated graph, risks of negative consequences begin to appear
 - 1) when the temperature change reaches 1 degree C.
 - 2) when temperatures rise by as little as 1.8 degree C from 1990 levels.
 - 3) after 3.6 degrees F of warming.
 - 4) after 3 degrees C of warming.
5. Global warming has
 - 1) only negative consequences.
 - 2) only positive consequences.
 - 3) more negative than positive consequences.
 - 4) more positive than negative consequences.
6. Cap-and-trade policy implies that
 - 1) companies will have to cut their emissions.
 - 2) companies could sell their emissions.
 - 3) the overall amount of emissions must stay within a certain limit.
 - 4) companies will have to pay a fixed carbon tax.
7. According to the IPCC, global warming
 - 1) is no worse than predicted a few years ago.
 - 2) will have catastrophic effect.
 - 3) is still uncertain.
 - 4) is inevitable.

1	2	3	4	5	6	7

4.4. Выпишите из текста синонимы к следующим словам и словосочетаниям.

1. council
2. long periods of time with no rain
3. long period of very hot weather
4. anxiety
5. proof
6. revised
7. are more important
8. find
9. proposals for new laws
10. awaiting

ПРОБЕРЬ СЕБЯ

1.1. 1. s; 2. — ; 3. — ; 4. es; 5. es; 6. es; 7. — ; 8. s; 9. es; 10. — ; 11. es; 12. — ; 13. s; 14. — ; 15. s

1.2. 1. eating; 2. swimming; 3. working; 4. having; 5. playing; 6. sleeping; 7. dancing; 8. putting; 9. watching; 10. running; 11. beginning; 12. writing; 13. shopping; 14. leaving; 15. opening

1.3. 1. plays; 2. is listening; 3. fly; 4. don't smoke; 5. Is Mr. Black using; 6. goes; 7. is helping; 8. Is it raining; 9. play; 10. Are you wearing; 11. has; 12. gets up; 13. am washing up; 14. are you going; 15. am having; 16. paints; 17. doesn't play; 18. is cooking; 19. Do you always wear; 20. is watching

2.1. 1. want; 2. is having; 3. tastes; 4. looks; 5. is washing; 6. don't like; 7. go; 8. am thinking; 9. Are you studying; 10. see; 11. am listening; 12. thinks; 13. meet; 14. belongs; 15. am making; 16. don't enjoy; 17. rains; 18. prefer; 19. Do you know; 20. have

2.2. 1. is ringing; 2. am watching; 3. does he usually have; 4. are looking, don't want; 5. take; 6. are you smiling, have; 7. do you go; 8. wear, am wearing; 9. are you doing, am cleaning; 10. lives, phones, isn't; 11. are you going, go; 12. isn't working; 13. want; 14. does she speak, speaks; 15. don't think, likes; 16. is standing; 17. works, is writing; 18. is having; 19. doesn't get; 20. tastes

2.3. 1. is waiting; 2. Are you watching; 3. do you usually, do; 4. flows; 5. am going; 6. leaves; 7. am using; 8. does he want; 9. are you thinking; 10. don't remember; 11. doesn't drink; 12. is doing; 13. am looking, Do you know; 14. tells, don't believe; 15. Does Tom usually help, doesn't; 16. isn't sleeping; 17. do your children usually get; 18. is that man looking, Do you recognize; 19. am learning, is teaching; 20. are they speaking

2.4. 1. live; 2. get; 3. leave; 4. leaves; 5. finishes; 6. comes; 7. go; 8. am eating; 9. are drinking; 10. is having; 11. play; 12. Do you like; 13. like; 14. don't always understand; 15. how do you spend

3.1. -al — revival, refusal, survival, arrival, approval

-ist — scientist, journalist, environmentalist, biologist, chemist

-ness — kindness, weakness, happiness, whiteness, awareness

-tion — protection, population, depletion, pollution, mitigation

-ance — endurance, entrance, appearance, ignorance, significance

-ence — interference, absence, reference, coexistence, dependence

-ment — achievement, disagreement, movement, government, requirement

-ty/ity — poverty, equality, capability, difficulty, majority, variety

3.2.1. jogging; 2. boxing; 3. skiing; 4. lying; 5. meeting; 6. advertising; 7. travelling (*British English*)/traveling (*American English*); 8. committing; 9. choosing; 10. climbing; 11. bullying; 12. sailing; 13. driving; 14. warning; 15. planning

3.3. 1. building; 2. importance; 3. pollution; 4. cutting; 5. extinction; 6. existence; 7. population; 8. poverty; 9. starvation; 10. responsibility

3.4. 1. ignorance; 2. destruction; 3. responsibility; 4. governments; 5. competition; 6. inequality; 7. possibilities; 8. conservation; 9. organisations; 10. cooperation; 11. environmentalists; 12. movement; 13. appearance; 14. creation 15. survival

4.1. 2343321

4.2. 1. blinded; 2. cusp; 3. the barbershop; 4. shears; 5. chases; 6. descend; 7. plump; 8. adjusts; 9. to stoop; 10. occasionally

4.3. 3421334

4.4. 1. panel; 2. droughts; 3. heatwave; 4. concern; 5. evidence; 6. updated; 7. outweigh; 8. figure out; 9. bills; 10. pending

В этом уроке вы:

- сравните употребление времен *Past Simple* и *Past Continuous*;
- научитесь образовывать прилагательные с помощью суффиксов *able, al, ent, ful, (i)an, ing, ly, y*;
- разовьете навыки аудирования с полным пониманием прослушанного текста (задания А8—А14).

1. ПРАВИЛЬНЫЕ И НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ

В английском языке глаголы делятся на правильные и неправильные. **Правильные глаголы** образуют вторую и третью форму прибавлением окончания *-ed*.

Правила прибавления окончания *ed* к глаголу.

- окончание *ed* прибавляется к правильным глаголам при образовании формы *Past Simple* (V2) и *Past Participle* (V3):
want — wanted open — opened
- непроизносимая буква *e* на конце отбрасывается:
like — liked agree — agreed
- если глагол оканчивается на одну согласную, перед которой стоит одна ударная гласная, то согласная удваивается:
stop — stopped plan — planned prefer — preferred
- при прибавлении окончания «**ed**» буква «*y*» меняется на *i*, если она стоит *после согласной*, и прибавляется окончание *ed*.
study — studied try — tried
- если перед буквой *y* стоит гласная буква, то она не изменяется, и к глаголу просто прибавляется *ed*:
play — played stay — stayed

У **неправильных глаголов** вторая и третья форма образуются не по правилу, и их надо выучить.

1.1. Напишите вторую и третью формы следующих глаголов.

- | | | | |
|----------|----------|-----------|-----------|
| 1. stop | 5. throw | 9. open | 13. plan |
| 2. write | 6. teach | 10. speak | 14. bring |
| 3. go | 7. cry | 11. win | 15. stay |
| 4. study | 8. buy | 12. make | |

1.2. Напишите вторую и третью формы следующих глаголов.

- | | | | |
|---------|----------|----------------|----------|
| 1. know | 5. catch | 9. forget | 13. say |
| 2. hide | 6. begin | 10. try | 14. ring |
| 3. eat | 7. break | 11. wear | 15. clap |
| 4. drop | 8. fly | 12. understand | |

2. PAST SIMPLE/PAST CONTINUOUS

	PAST SIMPLE	PAST CONTINUOUS
Употребление	Действия, которые произошли в указанный период времени в прошлом; регулярные действия, привычки, постоянные ситуации в прошлом	Действия, которые длились в указанный момент или промежуток времени в прошлом; параллельно-проходящие процессы в прошлом; фоновые действия
Ключевые слова	yesterday, the day before yesterday, last week (month, year, etc), a week (a month, a year, etc) ago, the other day, in 1990, once, when	at 5 o'clock yesterday, from 5 till 6 yesterday, the whole evening (morning) yesterday, at this time yesterday, when mother came home, while, still
Инфинитив	to V	to be + V-ing
Утвердительное предложение	S + Ved/V ₂ S — подлежащее (subject)	I/He/She/It + was + V-ing We/You/They + were + V-ing
Отрицательное предложение	S + didn't + V	I/He/She/It + wasn't + V-ing We/You/They + weren't + V-ing
Общий вопрос	Did + S + V ...?	Was + I/he/she/it + V-ing ...? Were + we/you/they + V-ing ...?
Специальный вопрос	WH + did + S + V ...? WH — вопросительное слово; V — смысловой глагол (verb)	WH + was/were + S + V-ing ...? S — подлежащее(subject);
Вопрос к подлежащему	WHO/WHAT + Ved/V ₂ ... ?	WHO/WHAT + was + V-ing ... ?

Следует помнить, что глаголы, которые не употребляются в *Continuous*, а также глаголы, которые в русском языке отвечают на вопрос «Что сделал?» (глаголы совершенного вида), необходимо ставить во время *Simple*, даже при наличии ключевых слов *Continuous*. Сравните:

Вчера в 5 часов я смотрел (что делал?) телевизор.

I was watching TV at 5 o'clock yesterday.

Вчера я пришел (что сделал?) домой в 5 часов.

I came home at 5 o'clock yesterday.

2.1. Past Simple или Past Continuous? Выберите правильную форму глагола.

1. While I (listened/was listening) to the radio, the telephone (rang/was ringing).
2. He (broke/was breaking) his leg when he (skied/was skiing) in the Alps.
3. They (listened/were listening) to the orchestra when the pianist (fainted/was fainting).
4. Ann (played/was playing) the piano while Tom (painted/was painting) a picture.

5. We (saw/were seeing) an accident while we (waited/were waiting) for the bus.
6. She (worked/was working) quietly at her desk when suddenly the door (opened/was opening) and her daughter (ran/was running) in.
7. While she (prepared/ was preparing) lunch, she (cut/was cutting) herself.
8. We (met/were meeting) while we (lived/were living) in Italy.
9. Which countries (did they visit/were they visiting) while they (travelled/were travelling) round the world?
10. (Did you work/Were you working) in the garden when I (came/was coming)?
11. A strange man (walked/was walking) into the room. He (wore/was wearing) red trousers and a pink shirt.
12. (Didn't you meet/Weren't you meeting) your wife while you (worked/were working) in France?
13. I (saw/was seeing) you in the park yesterday. You (sat/were sitting) on a bench.
14. They (studied/were studying) in Canada when they (met/ were meeting) each other.
15. While I (listened/was listening) to music, my brother (did/was doing) his homework.
16. What (did you write/were you writing) when your computer (crashed/was crashing)?
17. As he (passed/was passing) the bank, a man in a mask (knocked/was knocking) him onto the ground.
18. Why (didn't they visit/weren't they visiting) me while they (stayed/were staying) in London?
19. Jack (drove/was driving) home from work when he (saw/was seeing) the accident.
20. Tom (arrived/was arriving) while the children (had/were having) their bath.

2.2. Past Simple или Past Continuous? Употребите правильную форму глагола в скобках.

1. "What you (do) when the phone (ring)?" "I (watch) television."
2. "Was Jane busy when you went to see her?" "Yes, she (study)."
3. "What time Tom (come) yesterday?" "He (come) while I (have) breakfast."
4. "Was Mary at school last week?" "No, she (not go) to school. She was ill."
5. "How fast you (drive) when the police (stop) you?" "I don't know exactly but I (not drive) very fast."
6. "Your team (win) the football match yesterday?" "No, the weather was very bad, so we (not play)."
7. "How you (break) the window?" "We (play) football and the ball (hit) the window."
8. "You (see) Jenny last night?" "Yes, she (wear) a very nice jacket."
9. "What you (do) at 10 o'clock on Sunday?" "I still (sleep)."
10. "I (lose) my key last night." "How you (get) into your room?"

2.3. Past Simple или Past Continuous? Прочитайте текст и употребите правильную форму глагола в скобках.

Yesterday I (1)(get) up at 6 a.m. That morning, I (2)(decide) to walk to my office. I (3)(not want) to go by bus because the sun (4)(shine) brightly and the birds (5)(sing) merrily. While I (6)(walk) past the supermarket, I (7)(see) a funny man. When he (8)(pass) me, he (9)(sing) a football song very loudly, on his own! He (10)(continue) for a few minutes. Then he (11)(meet) a friend and (12)(stop) singing. I (13)(turn) round the corner and (14)(see) a friend of mine. He (15)(stand) at the bus stop and (16) (wait) for a bus. He (17)(tell) me that we (18)(be) late. At that moment a bus (19)(come) and we (20)(get) on.

3. СЛОВООБРАЗОВАНИЕ — ПРИЛАГАТЕЛЬНЫЕ

3.1. Образуйте прилагательные от следующих слов и разбейте их по категориям:

Sleep, colour, depend, amuse, colony, Rome, fun, rely, peace, friend, centre, embarrass, hunger, differ, Italy, power, achieve, day, crime, health, cost, exist, Norway, count, exhaust, education, guilt, fright, disgust, month, urge, knowledge, Russia, spice, frost, practice, recognize, bore, Christ, live, indulge, boast, nature, enjoy.

Суффикс	-y	-ly	-al	-(i)an	-ful	-able	-ent	-ing
Прилагательные	<i>sleepy</i>							

3.2. Заполните пропуски прилагательными, образованными от слов, напечатанных в конце строк заглавными буквами.

- | | |
|---|-----------|
| 1. It is a very _____ job. | CHALLENGE |
| 2. She's getting very _____ in her old age. | FORGET |
| 3. I enjoy _____ weather. | RAIN |
| 4. This problem is becoming increasingly _____. | URGE |
| 5. The _____ language is rather difficult to learn. | HUNGARY |
| 6. All the dancers were wearing _____ costumes. | TRADITION |
| 7. The water in this river is quite _____. | DRINK |
| 8. I make _____ trips to the grocery store. | WEEK |
| 9. It's not _____ to wear long skirts at the moment. | FASHION |
| 10. You're a great cook and your pies are really _____. | TASTE |

3.3. Прочитайте текст о выборе карьеры. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

When choosing our career, we tend to look at (1)_____ individuals like Bill Gates and assume that somehow they became (2)_____ and innovative overnight, but it truly had taken lots of time and effort.

Finishing school is the beginning of an (3)_____ life for millions of teenagers. Centuries ago there were very few jobs: people were farmers, bakers or butchers. Today there are thousands of (4)_____ kinds of jobs. No wonder that it is not (5)_____ to choose a career.

To make the right choice, you should take into account your traits of character. A secretary has to be efficient and (6)_____ in order to do her work quickly and accurately. Salespeople need to be (7)_____ and persuasive to get people buy their products. Teachers should be (8)_____ about the subject matter and have the ability to explain. Teaching is indeed a very challenging job. Yet, no matter how (9)_____ it is, this is one of the most (10)_____ jobs found in the world today.

SUCCESS

WEALTH

DEPEND

DIFFER
EASE

CARE
FRIEND
KNOWLEDGE

DEMAND
REWARD

4. АУДИРОВАНИЕ С ПОЛНЫМ ПОНИМАНИЕМ ТЕКСТА (задания А8—А14)

Полезные советы:

- Вопросы предлагаются, как правило, в том же порядке, в котором они встречаются в аудиотексте, поэтому, если вы определили ответ на задание, сразу же переключайте свое внимание на следующее задание и предлагаемые варианты ответов на него, чтобы не пропустить важную информацию.
- Иногда вопросы имеют общий характер, они касаются высказанных мнений, намерений автора или контекста ситуации. Отвечая на них, следует обращать внимание не только на отдельные фразы, но и на более длинные фрагменты текста или даже на текст в целом.
- Не пытайтесь определить правильный ответ до прослушивания, потому что он полностью зависит от содержания текста. Общие знания или догадка в этом задании могут вас только подвести.
- При выборе ответа надо руководствоваться только той информацией, которая звучит в аудиофрагменте, а не тем, что вы знаете или думаете по данному вопросу.
- Не следует оставлять ни одного вопроса без ответа, даже если вы не уверены в его правильности.

4.1. Подготовка к аудированию. Прочитайте утверждения 1—7 в задании 4.2 и возможные варианты их продолжения. Подчеркните ключевые слова, которые могут оказать влияние на выбор правильного ответа.

4.2. Вы услышите рассказ знаменитой теннисистки. В заданиях 1—7 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

1. The narrator says she is amazed because
 - 1) people haven't forgotten her.
 - 2) people's attitudes changed after watching her play the match.
 - 3) people recognize her on the street.
2. The narrator's parents taught her
 - 1) to achieve her goals.
 - 2) great lessons in economy.
 - 3) how to earn money for her first tennis racket.
3. The economist Muhammad Yunus is the narrator's hero because
 - 1) he won the Nobel Prize.
 - 2) he explained how he developed the Grameen Bank.
 - 3) he was able to change people's lives.
4. The narrator particularly admires Julie Foudy because
 - 1) she is energetic and has leadership qualities.
 - 2) she lights everything up around her.
 - 3) she has the courage to ask for help.
5. According to the narrator,
 - 1) sport doesn't require any effort.
 - 2) athletes must have daily training programmes.
 - 3) success in sport is thought to be easy.

6. The narrator believes that a great tennis player
 - 1) trains a lot.
 - 2) has great will power.
 - 3) is clever.
7. The narrator concentrates on
 - 1) winning tennis matches.
 - 2) trying her best both on and off the court.
 - 3) what she does off the court.

4.3. Подготовка к аудированию. Прочитайте утверждения 1—7 в задании 4.4 и возможные варианты их продолжения. Подчеркните ключевые слова, которые могут оказать влияние на выбор правильного ответа.

4.4. Вы услышите речь президента США Барака Обамы по проблеме утечки нефти в Мексиканском заливе. В заданиях 1—7 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

1. The President's visit to the beach made him understand
 - 1) his own mission.
 - 2) what extraordinary efforts are to be made at the local level.
 - 3) the damaging effects of the spill.
2. The Mayor of Grande Isle said that
 - 1) fishermen had stopped fishing in the Gulf.
 - 2) he had to give fishermen money from his own budget.
 - 3) fishermen were going to buy new boats.
3. By the time they discovered the third breach,
 - 1) more than 20,000 people had been working around the clock.
 - 2) the government had stationed only 70 vessels.
 - 3) the government had already staged some equipment.
4. The President has directed Admiral Allen
 - 1) to increase the number of people in places with oil impact.
 - 2) to perform monitoring of beaches.
 - 3) to triple the amount of protective boom.
5. Barack Obama claims that the ultimate responsibility for solving this crisis lies with
 - 1) British Petroleum (BP).
 - 2) the US President.
 - 3) the British Government.
6. The President is sure that
 - 1) some mitigation strategies may be risky.
 - 2) every judgment they make is going to be right.
 - 3) there will be silver bullets for all challenges.
7. The President promised the people of the Gulf Coast
 - 1) to come down and provide support to the communities along the coasts.
 - 2) that all of the Gulf's beaches would soon be opened.
 - 3) not to leave them in trouble.

ПРОВЕРЬ СЕБЯ

1.1. 1. stopped, stopped; 2. wrote, written; 3. went, gone; 4. studied, studied; 5. threw, thrown; 6. taught, taught; 7. cried, cried; 8. bought, bought; 9. opened, opened; 10. spoke, spoken; 11. won, won; 12. made, made; 13. planned, planned; 14. brought, brought; 15. stayed, stayed

1.2. 1. knew, known; 2. hid, hidden; 3. ate, eaten; 4. dropped, dropped; 5. caught, caught; 6. began, begun; 7. broke, broken; 8. flew, flown; 9. forgot, forgotten; 10. tried, tried; 11. wore, worn; 12. understood, understood; 13. said, said; 14. rang, rung; 15. clapped, clapped

2.1. 1. was listening, rang; 2. broke, was skiing; 3. were listening, fainted; 4. was playing, was painting; 5. saw, were waiting; 6. was working, opened, ran; 7. was preparing, cut; 8. met, were living; 9. did they visit, were travelling; 10. Were you working, came; 11. walked, was wearing; 12. Didn't you meet, were working; 13. saw, were sitting; 14. were studying, met; 15. was listening, was doing; 16. were you writing, crashed; 17. was passing/passed, knocked; 18. didn't they visit, were staying; 19. was driving, saw; 20. arrived, were having

2.2. 1. were you doing, rang, was watching; 2. was studying; 3. did Tom come, came, was having; 4. didn't go; 5. were you driving, stopped, wasn't driving; 6. Did your team win, didn't play; 7. did you break the window, were playing, hit; 8. Did you see, was wearing; 9. were you doing, was still sleeping; 10. lost, did you get

2.3. 1. got; 2. decided; 3. didn't want; 4. was shining; 5. were singing; 6. was walking; 7. saw; 8. passed; 9. was singing; 10. continued; 11. met; 12. stopped; 13. turned; 14. saw; 15. was standing; 16. (was) waiting; 17. told; 18. were; 19. came; 20. got

3.1. *-y* — sleepy, funny, hungry, healthy, guilty, spicy, frosty

-ly — friendly, daily, costly, monthly, lively

-al — colonial, central, criminal, educational, practical, natural

-ian/an — Roman, Italian, Norwegian, Russian, Christian

-ful — colourful, peaceful, powerful, frightful, boastful

-able — reliable, achievable, countable, knowledgeable, recognizable, enjoyable

-ent — dependent, different, existent, urgent, indulgent

-ing — amusing, embarrassing, exhausting, disgusting, boring

3.2. 1. challenging; 2. forgetful; 3. rainy; 4. urgent; 5. Hangarian; 6. traditional; 7. drinkable; 8. weekly; 9. fashionable; 10. tasty

3.3. 1. successful; 2. wealthy; 3. independent; 4. different; 5. easy; 6. careful; 7. friendly; 8. knowledgeable; 9. demanding; 10. rewarding

4.2. 2131332

4.4. 3231213

День 8

В этом уроке вы:

- сравните употребление времен *Present Perfect*, *Past Simple*, *Past Continuous* и *Past Perfect*;
- вспомните правила образования числительных;
- разовьете комплексные лексико-грамматические навыки (задания A22—A28)

1. PRESENT PERFECT/PAST SIMPLE

	PAST SIMPLE	PRESENT PERFECT
Употребление	Действия, которые произошли в указанный период времени в прошлом; регулярные действия, привычки, постоянные ситуации в прошлом	Действия, завершившиеся к настоящему моменту и тесно с ним связанные; действия и состояния, продолжавшиеся в течение некоторого времени до настоящего момента (с глаголами, которые не употребляются в Continuous)
Ключевые слова	yesterday, the day before yesterday, last week (month, year, etc), a week (a month, a year, etc) ago, the other day, in 1990, when, etc	ever, never, just, already, yet, recently, lately, before, always, so far, at last, today, this week (month, year, etc), since, for, how long, all my life, all morning, etc
Инфинитив	to V	to have + V ₃
Утвердительное предложение	S + Ved/V ₂ S — подлежащее	I/We/You/They + have + V ₃ He/She/It + has + V ₃
Отрицательное предложение	S + didn't + V	I/We/You/They + haven't + V ₃ He/She/It + hasn't + V ₃
Общий вопрос	Did + S + V ...?	Have + I/we/you/they + V ₃ ...? Has + he/she/it + V ₃ ...?
Специальный вопрос	WH + did + S + V ...? WH — вопросительное слово; V — смысловый глагол (verb)	WH + have/has + S + V ₃ ...? S — подлежащее (subject);
Вопрос к подлежащему	WHO/WHAT + Ved/V ₂ ... ?	WHO/WHAT + has + V ₃ ...?

1.1. Past Simple или Present Perfect? Выберите правильную форму глагола.

1. Tom (didn't meet/hasn't met) his sister since he was a child.
2. Olga (lived/has lived) in England last year. Now she lives in Moscow again.

3. I (lost/have lost) my key. I can't find it anywhere.
4. Look! Somebody (broke/has broken) my pen.
5. How many plays (did Shakespeare write/has Shakespeare written)?
6. Do you know about Jane? She (gave up/has given up) smoking.
7. I'm looking for Mike. (Did you see/Have you seen) him?
8. Your car looks very clean. (Did you wash/Have you washed) it?
9. Mr. Clark (worked/has worked) in a bank for 15 years. Then he gave it up.
10. I don't know this young woman. We (never met/have never met) before.
11. When (did you write/have you written) this poem?
12. Chaikovsky (was/has been) a great Russian composer.
13. Mary isn't at home. She (went/has gone) shopping.
14. (Did you see/Have you seen) this film? It's fantastic!
15. Oh! I (cut/have cut) my finger. It's bleeding.
16. Where (were you/have you been) born?
17. My parents (got/have got) married in a small village.
18. Agatha Christie (wrote/has written) 68 novels, 17 plays and more than a hundred stories.
19. I'm very hungry! I (didn't eat/haven't eaten) anything today.
20. When sending the telegram she (forgot/has forgotten) to write her name.

1.2. Past Simple или Present Perfect? Используйте правильную форму глагола в скобках.

1. It (not snow) this week.
2. You (see) the news on television last night?
3. Mike (leave) school in 1999.
4. I don't know where my brother is. You (see) him?
5. "Where is your key?" "I don't know. I (lose) it."
6. We (visit) the local museum the other day.
7. Ann is on holiday. She (go) to France.
8. When the last train (leave)?
9. "Would you like something to eat?" "No, thanks. I just (have) lunch."
10. The weather (be) good when you (be) on holiday?
11. We (not see) each other for a long time.
12. It's the most interesting book I ever (read).
13. He (drink) too much coffee today.
14. What you (do) at the weekend?
15. John is hungry. He (not eat) anything since breakfast.
16. She (not go) to the library three days ago.
17. How long you (know) Bill?
18. Olga always (want) to visit Great Britain.
19. You (hear) from Jack recently?
20. Mark Twain (live) in the state of Missouri.

1.3. Past Simple или Present Perfect? Используйте правильную форму глагола в скобках.

1. "He ever (be) to London?" "Yes. he (be). Several times."
2. "What's the news?" "We (win) the tennis competition."
3. "When you (speak) to him?" "We (meet) yesterday."
4. He (not call) me this month.
5. How long you (be) ill?
6. We (see) an interesting film the other day.
7. I (know) them for 2 years.
8. You (be) happy when you (be) a child?
9. I always (travel) by plane.

10. Where is Tom? You (see) him?
11. It's the most interesting film I ever (see).
12. The building (begin) in April.
13. She (not call) me since she (arrive) in Moscow.
14. They (not go) to the cinema last week.
15. We (have) too many tests today.
16. What you (do) last Sunday?
17. William Shakespeare (write) a lot of plays.
18. I (lose) my exercise-book. I can't find it anywhere.
19. You (go) to the cinema yesterday?
20. You (meet) Ann lately?

1.4. Past Simple или Present Perfect? Используйте правильную форму глагола в скобках.

I (1)(go) to New York for the first time three years ago. I (2)(meet) an American girl of my age called Laura. She (3)(be) very friendly.

"You (4)(be) to New York before?" she asked me.

"No, I (5)____," I said, and so Laura offered to help me.

"You (6)(see) the Statue of Liberty yet?"

"Yes, I (7)(see) it yesterday."

"OK. What about the Empire State Building?"

"Yes, I just (8)(climb) to the top of it. It (9)(be) wonderful!"

"What else you (10)(visit) in New York?"

"Nothing really. I'd like to go shopping but I (11)(not find) any good shops yet."

"Well, let's go to Macy's. It's the best shop in New York."

So, we (12)(take) the underground to Macy's and I (13)(spend) a fortune! I (14)(leave) New York two weeks later after a terrific holiday. I (15)(enjoy) it very much.

2. PAST PERFECT/PAST SIMPLE/PAST CONTINUOUS

	PAST CONTINUOUS	PAST PERFECT
Употребление	Действия, которые длились в указанный момент или промежуток времени в прошлом; параллельно-проходящие процессы в прошлом, фоновые действия	Действия, которые завершились до указанного момента в прошлом или раньше другого действия в прошлом
Ключевые слова	at 5 o'clock yesterday, from 5 till 6 yesterday, the whole evening (morning) yesterday, at this time yesterday, when mother came home, while, still	by 5 o'clock yesterday, when mother came home + already/just/yet, before/by the time mother came home
Инфинитив	to be + V-ing	to have + V₃
Утвердительное предложение	I/He/She/It + was + V-ing We/You/They + were + V-ing	S + had + V₃ S — подлежащее
Отрицательное предложение	I/He/She/It + wasn't + V-ing We/You/They + weren't + V-ing	S + hadn't + V₃

	PAST CONTINUOUS	PAST PERFECT
Общий вопрос	Was + I/he/she/it + V-ing ...? Were + we/you/they + V-ing ...?	Had + S + V ₃ ...?
Специальный вопрос	WH + was/were + S + V-ing ...? WH — вопросительное слово; V — смысловый глагол (verb)	WH + had + S + V ₃ ...? S — подлежащее (subject);
Вопрос к подлежащему	WHO/WHAT + was + V-ing ... ?	WHO/WHAT + had + V ₃ + ...?

2.1. Past Simple или Past Perfect? Выберите правильную форму глагола.

1. I (enjoyed/had enjoyed) the film even though I (saw/had seen) it before.
2. I got up late this morning so when I (arrived/had arrived) at the station, the train (already left/had already left).
3. I couldn't speak to them because when I (phoned/ had phoned), they (went/had gone) out already.
4. We realized that we (met/had met) before as soon as we (saw/had seen) each other.
5. They (lived/had lived) in their house for twenty years when they (decided/had decided) to sell it.
6. My sister (bought/had bought) me a novel but I (already read/had already read) it.
7. As soon as I heard his voice, I (knew/had known) we (met/had met) before.
8. When I (opened/had opened) the door, the lesson (already began/had already begun).
9. She (painted/had painted) the wall before the children (came/had come) home.
10. The pupils (didn't finish/hadn't finished) the test when the bell (rang/had rung).
11. I (met/had met) Ann a week ago. She (just returned/ had just returned) from a business trip.
12. As soon as I (heard/had heard) a cry, I (ran/had run) out of the room.
13. I (tried/had tried) to phone John in the morning, but he (already left/had already left).
14. The children (didn't clean/hadn't cleaned) the room before their parents (came/had come) home.
15. I (finished/had finished) writing the project at 6 o'clock yesterday.
16. I (wrote/had written) the composition by 6 o'clock yesterday.
17. The teacher (understood/had understood) that the pupils (didn't do/hadn't done) their homework.
18. When my brother (returned/had returned) home, we (went/had gone) for a walk together.
19. He (told/had told) me that he (never played/had never played) football before.
20. She (was/had been) a nurse before she (became/had become) a doctor.

2.2. Past Simple, Past Continuous или Past Perfect? Прочитайте текст и употребите правильную форму глагола в скобках.

Yesterday Ann (1)(see) a strange man leaving the house. She (2)(notice) that he (3)(wear) a raincoat, and she (4)(wonder) why because it (5)(be) hot and sunny. The man (6)(not see) her. He (7)(begin) to walk away but he (8)(stop) suddenly and (9)(get) into a blue car that (10)(be) parked near the corner. Then Ann (11)(find) a large bag by the

wall. She was frightened as she (12)(watch) a programme about bombs the night before. So she (13)(decide) to phone the police. By the time they (14)(arrive), the man (15)(go).

2.3. Past Simple, Past Continuous или Past Perfect Simple. Прочитайте текст и употребите правильную форму глагола в скобках.

Last year Sam and Joanna decided to buy a house. They (1)(want) a new house for ages, and by the end of April they (2)(put by) enough for the deposit on a house. They (3)(live) in a tiny flat at that time and Joanna (4)(insist) that she wanted a house with a big garden. They (5)(look) through hundreds of offers before they found exactly what they (6)(look for) — a two-bedroomed house in nearly an acre of garden. Unfortunately, the owner (7)(ask) much more than they (8)(be) willing to pay, and when they (9)(look) more closely at the interior, they (10)(see) that whoever (11)(live) there before, (12)(make) an absolute mess of the walls and floors. Still Joanna (13)(like) the garden and the location so much that she (14)(manage) to convince Sam that, despite the price, it (15)(be) the perfect house for them.

3. ОБРАЗОВАНИЕ ЧИСЛИТЕЛЬНЫХ

Количественные числительные

1 — one	11 — eleven	10 — ten
2 — two	12 — twelve	20 — twenty
3 — three	13 — thirteen	30 — thirty
4 — four	14 — fourteen	40 — forty
5 — five	15 — fifteen	50 — fifty
6 — six	16 — sixteen	60 — sixty
7 — seven	17 — seventeen	70 — seventy
8 — eight	18 — eighteen	80 — eighty
9 — nine	19 — nineteen	90 — ninety
10 — ten	20 — twenty	100 — one hundred
101 — one hundred and one	1000 — one thousand	
210 — two hundred and ten	5 000 000 — five million	

Примечание: Перед существительным не ставится артикль, если за ним следует количественное числительное. Примеры:

The address is given on *page 15*.

You should do *exercise 26*.

Порядковые числительные

1st — first	4th — fourth	7th — seventh
2nd — second	5th — fifth	8th — eighth
3rd — third	6th — sixth	9th — ninth

10th — tenth	17th — seventeenth	60th — sixtieth
11th — eleventh	18th — eighteenth	70th — seventieth
12th — twelfth	19th — nineteenth	80th — eightieth
13th — thirteenth	20th — twentieth	90th — ninetieth
14th — fourteenth	30th — thirtieth	100th — hundredth
15th — fifteenth	40th — fortieth	101st — hundred and first
16th — sixteenth	50th — fiftieth	1000th — thousandth

Дробные числительные

Употребление	Примеры
В обыкновенных дробях числитель выражается количественным числительным, а знаменатель — порядковым.	1/7 — one seventh — одна седьмая 1/2 — one second — одна вторая
Если числитель дроби больше единицы, к знаменателю прибавляется окончание множественного числа -s.	2/4 — two fourths — две четвертых 2/3 — two thirds — две третьих 3 5/8 — three and five eighths — три целых пять восьмых
В десятичных дробях целое число отделяется точкой, и каждая цифра читается отдельно. Ноль читается <i>nought</i> [nɔ:t] (в США — <i>zero</i> [zɪrəʊ]), точка читается <i>point</i> .	4.25 four point twenty-five; four point two five 0.43 nought point forty-three; nought point four three
Существительные, следующие за простыми дробями, имеют форму единственного числа, и перед ними при чтении ставится предлог <i>of</i> .	2/3 metre — two thirds <i>of a metre</i> — две третьих метра 0.05 ton — nought point nought five <i>of a ton</i> — ноль целых пять сотых тонны
Существительные, следующие за смешанными дробями, имеют форму множественного числа и читаются без предлога <i>of</i> .	35 1/9 tons — thirty-five and one ninth <i>tons</i> 14.65 metres — one four (или fourteen) point six five (или sixty-five) <i>metres</i>

3.1. Какое следующее число в последовательности? Напишите его словами.

- | | | |
|-------------------------|-------------------------|------------------------|
| 1. 2, 4, 6, | 11. 10, 20, 30, | 21. 21, 24, 27, |
| 2. 7, 8, 9, | 12. 20, 40, 60, | 22. 31, 33, 35, |
| 3. 2, 5, 8, | 13. 30, 60, 90, | 23. 47, 48, 49, |
| 4. 11, 13, 15, | 14. 60, 70, 80, | 24. 53, 54, 55, |
| 5. 3, 6, 9, | 15. 100, 200, 300, .. . | 25. 64, 63, 62, |
| 6. 4, 8, 12, | 16. 90, 80, 70, | 26. 77, 76, 75, |
| 7. 5, 10, 15, | 17. 3, 2, 1, | 27. 88, 89, 90, |
| 8. 16, 15, 14, | 18. 0, 1, 2, | 28. 100, 99, 98, |
| 9. 13, 15, 17, | 19. 70, 80, 90, | 29. 9, 12, 15, |
| 10. 20, 18, 16, | 20. 10, 30, 50, | 30. 60, 45, 30, |

3.2. Напишите словами следующие количественные и порядковые числительные.

Пример: 6 — *six* — *the sixth*

3, 4, 9, 12, 13, 15, 19, 30, 40, 41, 50, 72, 85, 99, 100

3.3. Вставьте порядковые числительные и запишите их словами.

1. This is page 1. This is the _____ page.
2. This is flat 5. This is the _____ flat.
3. Where is chapter 10? Where is the _____ chapter?
4. He doesn't remember page 20. He doesn't remember the _____ page.
5. Book 2 is about travelling. The _____ book is about travelling.
6. He doesn't understand lesson 9. He doesn't understand the _____ lesson.
7. What picture is on page 21? What picture is on the _____ page?
8. She lives on floor 11. She lives on the _____ floor.
9. Let's talk about chapter 8. Let's talk about the _____ chapter.
10. What is the date on page 101? What is the date on the _____ page?

4. КОМПЛЕКСНЫЕ ЛЕКСИКО-ГРАММАТИЧЕСКИЕ НАВЫКИ (задания A22—A28)

Полезные советы:

- Это задание направлено, скорее, на проверку вашего словарного запаса, а не грамматики. Наиболее часто встречающиеся разделы, знание которых проверяется в этих заданиях — это фразовые глаголы, предлоги, устойчивые словосочетания, а также слова, близкие по форме или по значению, которые легко спутать (например, *make* и *do*).
- Прежде чем начать выполнять задание, обязательно прочитайте весь рассказ, не обращая внимания на пропуски, чтобы понять его основное содержание
- Перечитайте рассказ до первого пропуска. Подумайте, какое слово могло бы подойти для заполнения пропуска. Даже если вы не сможете вспомнить подходящее слово, оно начнет «вертеться у вас на языке», и вы его сразу же узнаете, когда прочитаете предлагаемые ответы! Только теперь прочитайте предлагаемые варианты ответов и сделайте ваш выбор.
- Если вы не знаете, какой ответ выбрать, попробуйте начать исключать варианты, которые точно не подходят.
- Если вы все-таки не знаете, какой ответ является правильным, положитесь на свою интуицию и попытайтесь отгадать правильный ответ. На экзамене ни в коем случае не оставляйте пустую клетку в бланке ответов, так как за пустые клетки баллов не начисляют!

4.1. Прочитайте текст с пропусками, обозначенными номерами 1—7. Эти номера соответствуют заданиям 1—7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

The Garden Party

They could not have had a more perfect day for a garden-party if they had ordered it. Only the blue was veiled with a haze of light gold, as it is sometimes in early summer. The gardener had been up since (1)_____, mowing the lawns and sweeping them, As for the roses, you could not help feeling they understood that roses are the only flowers that impress people at garden parties, the only flowers that everybody is certain to know. Breakfast was not yet over before the men came to put (2)_____ the tent.

“Where do you want the tent put, mother?” asked Laura. “My dear child, it’s no use asking me,” replied her mother. “I’m (3)_____ to leave everything to my children this year. Forget I am your mother and treat me as an honoured guest.”

Her sister Meg could not (4)_____ go and supervise the men. She had washed her hair before breakfast, and she sat drinking her coffee in a green turban, with a dark wet curl stamped on each cheek.

So Laura flew away, still holding her piece of bread-and-butter. It’s so delicious to have an (5)_____ for eating out of doors, and besides, she loved having to arrange things. She always felt she could do it so much better than anybody else.

Four men in their shirt sleeves stood grouped together on the garden path. They carried staves covered with rolls of canvas, and they had big (6)_____ bags slung on their backs. They looked impressive. Laura wished now that she had not got the bread-and-butter, but there was nowhere to put it, and she couldn’t throw it (7)_____. She blushed and tried to look severe as she came up to them.

- | | | | |
|--------------------|----------------|---------------|--------------|
| 1. 1) gloaming | 2) breakday | 3) dusk | 4) dawn |
| 2. 1) on | 2) up | 3) down | 4) out |
| 3. 1) dreaming | 2) assured | 3) determined | 4) decided |
| 4. 1) particularly | 2) possibly | 3) especially | 4) usually |
| 5. 1) excuse | 2) explanation | 3) idea | 4) allowance |
| 6. 1) equipment | 2) gadget | 3) appliance | 4) tool |
| 7. 1) off | 2) down | 3) away | 4) aside |

4.2. Прочитайте текст с пропусками, обозначенными номерами 1—7. Эти номера соответствуют заданиям 1—7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Waiting for Dad

Jake was walking home from school. It was a sunny autumn day. He’d usually stamp on the (1)_____ of leaves on the footpath to hear them crunch under his shoes. But today he ignored them. He was busy planning his project.

He was used to being home alone. That was because, three years ago, his dad had decided to go back to university, which meant his mum had had to go back to working (2)_____. She did a lot of evening shifts because the money was better.

Jake walked up the stairs onto the veranda and stuck his hand in his pocket for the key but it wasn’t there! Frantically, he tried the front door, knowing it would be locked, then turned around and hurried back up the footpath to see if he could find his key. He walked up the road for two blocks, (3)_____ the pavement.

It was no (4)_____ looking for it; he could have dropped it anywhere. He turned around and went home. He checked his watch. It was four o’clock and his dad would be back by seven. Jake supposed he could read the book he’d borrowed (5)_____ the school library for his project. The book was really good with wonderful photos of soldiers.

An hour later he finished the book and felt like having a (6)_____ but it didn’t feel right to sleep with nothing over you. So he covered his chest with the foot mat and the book was his pillow. When he woke up, the Miller sisters were standing over him, staring.

“Why are you lying on the veranda with a foot mat over you?” said Adele.

“It’s (7)_____ of your business”, Jake thought.

- | | | | |
|-----------------|--------------|--------------|--------------|
| 1. 1) piles | 2) bundles | 3) sacks | 4) flocks |
| 2. 1) long-time | 2) half-time | 3) full-time | 4) peak-time |
| 3. 1) staring | 2) skimming | 3) scanning | 4) looking |

- | | | | |
|---------------|----------|------------|----------|
| 4. 1) point | 2) use | 3) reason | 4) aim |
| 5. 1) of | 2) at | 3) from | 4) in |
| 6. 1) nap | 2) dream | 3) relax | 4) snack |
| 7. 1) nothing | 2) not | 3) neither | 4) none |

4.3. Прочитайте текст с пропусками, обозначенными номерами 1 — 7. Эти номера соответствуют заданиям 1—7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Leisure Activities in Japan

The use of leisure time has become an ever greater focus of attention in Japan, as a result of higher (1)____, expanding leisure time and a growing interest in nature. This trend is reflected in the increasing popularity of sports and recreational activities. Examples of recently developed leisure activities include boating, yachting and marine sports on Lake Inawashiro and off the Pacific Coast, paragliding and family auto-camping in the mountains of the Aizu region.

Japanese (2)_____ nature, combined with extensive leisure facilities, attracts sports and leisure-minded people all year round. There are three national parks in Fukushima, providing excellent opportunities for sports and leisure activities. A number of golf (3)_____ take full advantage of extensive land areas and superb natural settings. Each year this region sees a rise (4)_____ the number of ski resorts, featuring resort hotels and other facilities. And, as one of the most attractive hot spring areas in Japan, Fukushima (5)_____ a large number of visitors from around the country.

Fukushima is upgrading and enlarging its high-quality resort facilities to meet the demand (6)_____ increased leisure opportunities, while at the same time giving full consideration to nature preservation. It is hoped that this rapid development can be (7)_____ in the future.

- | | | | |
|-----------------|--------------|--------------|---------------|
| 1. 1) perks | 2) incomes | 3) outcomes | 4) taxes |
| 2. 1) enormous | 2) abandoned | 3) redundant | 4) abundant |
| 3. 1) courts | 2) courses | 3) pitches | 4) fields |
| 4. 1) at | 2) of | 3) in | 4) between |
| 5. 1) collects | 2) drags | 3) draws | 4) picks |
| 6. 1) for | 2) in | 3) of | 4) on |
| 7. 1) abstained | 2) obtained | 3) contained | 4) maintained |

ПРОВЕРЬ СЕБЯ

1.1. 1. hasn't met; 2. lived; 3. have lost; 4. has broken; 5. did Shakespeare write; 6. has given up; 7. Have you seen; 8. Have you washed; 9. worked; 10. have never met; 11. did you write; 12. was; 13. has gone; 14. Have you seen; 15. have cut; 16. were you; 17. got; 18. wrote; 19. haven't eaten; 20. forgot

1.2. 1. hasn't snowed; 2. Did you see; 3. left; 4. Have you seen; 5. have lost; 6. visited; 7. has gone; 8. did the last train leave; 9. have just had; 10. Was the weather, were; 11. haven't seen; 12. have ever read; 13. has drunk; 14. did you do; 15. hasn't eaten; 16. didn't go; 17. have you known; 18. has always wanted; 19. Have you heard; 20. lived

1.3. 1. Has he ever been, has; 2. have won; 3. did you speak, met; 4. hasn't called; 5. have you been; 6. saw; 7. have known; 8. Were you happy when you were; 9. have always travelled; 10. Have you seen; 11. have ever seen; 12. began; 13. hasn't called, arrived;

14. didn't go; 15. have had; 16. did you do; 17. wrote; 18. have lost; 19. Did you go; 20. Have you met

1.4. 1. went; 2. met; 3. was; 4. Have you been; 5. haven't; 6. Have you seen; 7. saw; 8. have just climbed; 9. was; 10. have you visited; 11. haven't found; 12. took; 13. spent; 14. left; 15. enjoyed

2.1. 1. enjoyed, had seen; 2. arrived, had already left; 3. phoned, had gone; 4. had met, saw; 5. had lived, decided; 6. bought, had already read; 7. knew, had met; 8. opened, had already begun; 9. had painted, came; 10. hadn't finished, rang; 11. met, had just returned; 12. heard, ran; 13. tried, had already left; 14. hadn't cleaned, came; 15. finished; 16. had written; 17. understood, hadn't done; 18. returned, went; 19. told, had never played; 20. had been, became

2.2. 1. saw; 2. noticed; 3. was wearing; 4. wondered; 5. was; 6. didn't see; 7. began; 8. stopped; 9. got; 10. was; 11. found; 12. had watched; 13. decided; 14. arrived; 15. had gone.

2.3. 1. had wanted; 2. had put by; 3. were living; 4. insisted; 5. had looked; 6. were looking for; 7. was asking; 8. were; 9. looked; 10. saw; 11. had lived; 12. had made; 13. liked; 14. managed; 15. was

3.1. 1. eight; 2. ten; 3. eleven; 4. seventeen; 5. twelve; 6. sixteen; 7. twenty; 8. thirteen; 9. nineteen; 10. fourteen; 11. forty; 12. eighty; 13. one hundred and twenty; 14. ninety; 15. four hundred; 16. sixty; 17. zero; 18. three; 19. one/a hundred; 20. seventy; 21. thirty; 22. thirty-seven; 23. fifty; 24. fifty-six; 25. sixty-one; 26. seventy-four; 27. ninety-one; 28. ninety-seven; 29. eighteen; 30. fifteen

3.2. 1. three- the third; 2. four- the fourth; 3. nine- the ninth; 4. twelve- the twelfth; 5. thirteen — the thirteenth; 6. fifteen — the fifteenth; 7. nineteen- the nineteenth; 8. thirty — the thirtieth; 9. forty — the fortieth; 10. forty-one — the forty-first; 11. fifty — the fiftieth; 12. seventy-two — the seventy-second; 13. eighty-five — the eighty-fifth; 14. ninety-nine — the ninety-ninth; 15. one hundred — the one hundredth

3.3. 1. first; 2. fifth; 3. tenth; 4. twentieth; 5. second; 6. ninth; 7. twenty-first; 8. eleventh; 9. eighth; 10. one hundred and first

4.1. 4232143

4.2. 1332314

4.3. 2423314

День 9

В этом уроке вы:

- сравните употребление времен *Future Simple*, *Future Continuous* и *Future Perfect*;
- научитесь образовывать слова с помощью префиксов *un*, *in*, *im*, *re*, *dis*, *mis*;
- познакомитесь с форматом письменного высказывания с элементами рассуждения (задание C2).

1. FUTURE SIMPLE

Употребление	Действия и события в будущем, не зависящие от наших планов; решения, принятые в момент разговора; предсказания, основанные на личном мнении; опасения, надежды, обещания, предложения помощи (в вопросительных предложениях с глаголом-«помощником» <i>shall</i>)
Ключевые слова	tomorrow, the day after tomorrow, next week (month, year, etc), in an hour, in the 22nd century, soon, later, some day, etc
Утвердительное предложение	S + will + V + ...
Отрицательное предложение	S + won't + V + ...
Общий вопрос	Shall/Will + I/we + V ...? Will + he/she/it/you/they + V ... ?
Специальный вопрос	WH + will/shall + S + V ...? WH — вопросительное слово; S — подлежащее (subject); V — смысловой глагол (verb)
Вопрос к подлежащему	WHO/WHAT + will + V ...?

Придаточные предложения времени и условия

	Придаточное предложение	Главное предложение
В русском языке Пример В английском языке Перевод предложения	будущее время Когда <i>придёт</i> мама, настоящее время Present Simple When my mother <i>comes</i> ,	будущее время <i>я пойду</i> гулять. будущее время Future Simple I <i>will go</i> for a walk.

В русском языке и в главном, и в придаточном предложениях употребляется будущее время. В английском языке будущее время употребляется только в главном предложении, а в придаточном — соответствующее настоящее время.

Придаточные предложения времени и условия вводятся союзами: when (*когда*), if (*если*), after (*после того, как*), before (*перед тем, как*), as soon as (*как только*), till/until (*до тех пор, пока ... не*), by the time (*к тому времени, как*), unless (*если не ...*), as long as/provided/providing (*при условии, что ...*), while (*в то время как*). После этих союзов будущее время не употребляется.

Другие способы выражения будущего времени

Способ выражения будущего времени	Употребляется	Примеры использования
Оборот to be going to do sth	Для выражения намерений и планов на будущее Для предсказания событий, основанных на очевидных фактах	I'm going to be an artist. I'm going to buy a new car tomorrow. Look at this black cloud! It is going to rain. Look out! You are going to fall.
Present Continuous	Для выражения запланированных и подготовленных действий в будущем	I'm flying to London tomorrow. I've already bought the tickets.
Present Simple	Для выражения действий в будущем, которые произойдут в соответствии с расписанием, графиком, договоренностью	The plane takes off in ten minutes. The conference takes place next week.
Shall + I, we + V + ...?	Для предложения помощи или когда мы спрашиваем инструкцию к действию	This box is rather heavy. Shall I help you? Shall I read this text?

1.1. Present Simple или Future Simple? Употребите правильную форму глагола в скобках.

1. If the food (be) good, we'll come here again.
2. What will you do if Ann (not pay)?
3. When I arrive, I (phone) you.
4. You (help) me if I have a problem?
5. Before you (go) home, leave my key on the table.
6. If you (not pay), you'll get into trouble.
7. As soon as Linda (arrive), call me.
8. What you (say) if Peter asks?
9. If you don't go away, I (call) the police!
10. I (not wait) if he is late again.
11. If he (miss) the last train, he'll spend the night in a hotel.
12. What will you do if the weather (be) bad on holiday?
13. If I stay here, I (not be) happy.
14. If I (be) unhappy, I won't work hard.
15. She'll have some German lessons before she (go) to Berlin.
16. If Peter (ring), tell him I never want to see him again.
17. He (be) happy if he wins his next match.
18. She won't be able to go until she (feel) much better.
19. If the bus (not come) soon, I'll be late for school.
20. I want to speak to him before he (go) out.

1.2. Present Simple или Future Simple? Используйте правильную форму глагола в скобках.

1. If he (speak) to Ann tomorrow, he (say) hello from you.
2. I'm sure he (talk) to you before he (leave) Moscow next week.
3. We (not go) to the seaside this weekend if the car (not be) repaired.
4. We (have) tea, after we (finish) the housework.
5. As soon as we (arrive), we (give) you a call.
6. She (feel) much happier when she (get) her exam results.
7. There (be) a short break before the film (start).
8. We (not go) out until the weather (improve).
9. When he (see) her, he (give) her the book.
10. What you (do) if you (not get) the job?
11. They (not know) for sure until the letter (arrive).
12. Mike is a little boy. He (want) to be a pilot when he (grow) up.
13. Let's have a drink before we (start).
14. Don't worry if I (be) late tonight.
15. I don't know when he (come) tomorrow.
16. He (phone) you tomorrow as soon as he (arrive).
17. I'm sure Ann will pass the exam. It'll be very strange if she (not pass) it.
18. I wonder if Jane (come) to my birthday party next Saturday.
19. When he (come) home from school, he usually (have) dinner.
20. After Mary (finish) school, she (enter) the University.

1.3. Present Simple, Present Continuous или Future Simple? Используйте правильную форму глагола в скобках.

1. He (phone) you tomorrow when he (get) home from work.
2. "I (be) very busy now." "Why? What you (do)?"
3. Tom (not be) lazy. He (work) hard every day.
4. How often you (go) to the theatre?
5. I think we (go) to England for our holiday next year.
6. Wait for me! I (come) as soon as I (finish).
7. "You (work) hard today!" "Yes, I have a lot to do."
8. "What he usually (do) at weekends?" "He usually (play) tennis."
9. I (read) a very interesting book at the moment.
10. He is enjoying his holiday. He (have) a nice room in the hotel.
11. You (be) hungry? You (want) something to eat?
12. When I (come) home tomorrow, all my family (be) at home.
13. "Where is Ann?" "She (have) a bath."
14. You (see) that woman over there? It's our new headmistress.
15. Look! Kate (dance) again. She (dance) every day.
16. How long it usually (take) you to get to school?
17. John (not go) for a walk today until his mother (come) back from work.
18. You (understand) me now?
19. "Would you like a cigarette?" "No, thanks. I (not smoke)."
20. Let's go out! It (not rain) any more.

1.4. Present Simple, Present Continuous или Future Simple? Используйте правильную форму глагола в скобках.

1. When he (get) up every day? — He (get) up at 8 o'clock.
2. I am sure they (not sleep) now. I (think) they (watch) TV.
3. When he (return) to London next week, he (call) us.
4. Our friends always (go) to the country for the weekend.
5. Look! The boys (play) football again.
6. "What your mother usually (drink) in the morning?" "A cup of coffee."

7. Wait a little! They (have) dinner now.
8. "Listen! Who (speak) in the next room?" "I (listen) very attentively, but I (hear) nothing."
9. If it (not rain) tomorrow, we (not stay) at home.
10. Don't forget your raincoat because it (rain) now. You (get) wet if you (not take) it.
11. "Have you done your homework?" "Yes, I have. And now I (want) to watch TV."
12. I (have) no time now, I (have) an English lesson.
13. "Where your sister (be) now?" "She (do) her homework in the next room."
14. Why she (come) home so late tomorrow?
15. What you (do) now? I (see) that you (not sleep).
16. Before he (start) for London tomorrow, he (visit) our office.
17. Nick (know) English rather well now.
18. When your lessons usually (begin)?
19. Tomorrow he (go) to the swimming pool after he (finish) his homework.
20. "Where you (be) tomorrow?" "I (be) at home."

2. FUTURE CONTINUOUS/FUTURE PERFECT

	FUTURE CONTINUOUS	FUTURE PERFECT
Употребление	Действия, которые будут длиться в заданный момент или промежуток времени в будущем; действия, которые будут происходить в будущем при естественном ходе событий	Действия, которые завершатся до указанного момента в будущем или раньше другого действия в будущем
Ключевые слова	at 5 o'clock tomorrow, from 5 till 6 tomorrow, still, the whole evening (morning) tomorrow, at this time tomorrow, when mother comes, while	by 5 o'clock tomorrow, when mother comes home + already/yet, before/by the time mother comes home
Инфинитив	to be + V-ing	to have + V ₃
Утвердительное предложение	S + will + be + V-ing	S + will + have + V ₃
Отрицательное предложение	S + won't + be + V-ing	S + won't + have + V ₃
Общий вопрос	Will + S + be + V-ing ...?	Will + S + have + V ₃ ...?
Специальный вопрос	WH + will + S + be + V-ing ...? WH — вопросительное слово;	WH + will + S + have + V ₃ + ...? S — подлежащее (subject); V — смысловой глагол (verb)
Вопрос к подлежащему	WHO/WHAT + will + be + V-ing ... ?	WHO/WHAT + will + have + V ₃ + ...?

2.1. Выберите правильный вариант ответа.

1. Please don't call me this afternoon. I _____ some important work.
a) will do b) will be doing c) will have done

2. He will come round tomorrow if he _____ time.
a) will have b) have c) has
3. By the time we get to London, we _____ over two hundred miles.
a) will drive b) drive c) will have driven
4. He _____ back to Moscow on the 15th of December.
a) will come b) come c) will have come
5. If they start school at four, most children _____ to read and write by the age of six.
a) will have learnt b) will be learning c) will learn
6. By the end of this century scientists _____ factories in space.
a) will be building b) will have built c) build
7. I think I'll stay here until it _____ raining.
a) stops b) doesn't stop c) will stop
8. When you arrive at their place, they won't be ready. They _____ the meal.
a) will still cook b) will be still cooking c) will have still cooked
9. If he _____, I will let you know.
a) will come b) will have come c) comes
10. By 2020, he _____ here for twenty years.
a) will have worked b) will be working c) works
11. "Have you decided how to spend the prize money?" "Well, I think we _____ a new car."
a) buy b) will buy c) will have bought
12. This time tomorrow they _____ a film.
a) will watch b) will be watching c) will have watched
13. He _____ at 7 o'clock tomorrow.
a) will get up b) will be getting up c) will have got up
14. At 10 o'clock tomorrow, she _____ in her office.
a) will work b) will be working c) will have worked
15. The performance _____ by the time we get to the circus.
a) already begins b) will already begin c) will have already begun
16. If we take a taxi, we _____ to the theatre in time.
a) come b) will come c) will be coming
17. This time next week I _____ in the sea.
a) will be swimming b) will have swum c) swim
18. Let's wait for Jane to come back and then we _____ dinner.
a) have b) will have c) will have had
19. Phone me after 8 o'clock. We _____ dinner by then.
a) will have b) have c) will have had
20. We won't start until everyone _____.
a) will arrive b) arrives c) will have arrived

2.2. Present или Future? Прочитайте текст и употребите правильную форму глагола в скобках.

The Beneton Company is one of the oldest and most famous travel companies. Next year we (1)(celebrate) our twentieth anniversary. If you (2)(take) a holiday with the

Beneton Company next year, we promise that you (3)(have) the time of your life. As soon as you (4)(arrive), you (5)(feel) as if you are in a different world. Your rooms (6)(already/be) cleaned and our staff (7)(wait) for you with flowers and fruit. While you (8)(stay) with us, we (9)(do) our best to ensure that your holiday runs smoothly and you don't get bored. The Beneton Company (10)(have) something to offer for all ages and tastes. If you (11)(want) to play golf, ride or fish, our staff (12)(be) happy to make the necessary arrangements, or if you simply (13)(want) to relax and enjoy the breathtaking scenery, we (14)(be) delighted to organise some guided walks. Before your holiday is over, you (15)(already/plan) your next visit to our hotels.

3. СЛОВООБРАЗОВАНИЕ — ПРЕФИКСЫ

3.1. Образуйте однокоренные слова, используя префиксы, и разбейте их по категориям.

Build, desirable, probable, accurate, open, use, drinkable, mobile, active, approve, understand, personal, correct, believe, healthy, permanent, behave, act, agree, definite, practical, decorate, changeable, fortune, believable, comfort, experienced, lead, interested.

Префиксы	un-	in-	im-	re-	mis -	dis-
Однокоренные слова				<i>rebuild</i>		

3.2. Используя префиксы, преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию предложений. Заполните пропуски полученными словами. Переведите предложения на русский язык.

1. Advertises must not create a _____ impression.
2. I _____ PE lessons because I usually get very tired.
3. The room was dirty and _____.
4. He is wrong! His answer is _____.
5. The noise is making our lives _____.
6. Will computers _____ books in the future?
7. I think it would be _____ to leave the party so early.
8. The climate in this region is rather changeable and the weather is really _____.
9. The whole office was in _____.
10. Their attempt to change the rules has proved _____.

LEADING
LIKE
TIDY
CORRECT
TOLERABLE
PLACE
POLITE

PREDICTABLE
ORDER
EFFECTIVE

3.3. Прочитайте ваш гороскоп на год. Преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. В некоторых случаях вам надо будет прибавить и суффикс, и префикс, а также поставить глаголы в правильную грамматическую форму. Заполните пропуски полученными словами.

This year places you at a turning point in your life and a number of changes seem (1) _____. Life is pushing you towards (2) _____, leadership and self-reliance. You will have to depend more on yourself than on others if you wish to accomplish your expectations. Personal, financial and business interests will also need your (3) _____.

AVOID
DEPEND

THINK
INTERPRET

This year you'll want to spend more time with yourself in quiet contemplation, although others may (4) _____ your need to withdraw into your own space. Take care of your health and

adopt an (5)_____ view towards life for the time being by thinking of the benefit of others more than your own.

PERSONAL

Your new way of seeing things and the acceptance that things are just as they should be for the present, will resolve any problems and invite luck into your life. Expect the (6)_____. However, this is not a good time for you to gamble your lifesavings or to take (7)_____ risks.

EXPECT
NECESSARY
PATIENCE

Be aware that (8)_____, criticism and selfishness will get you nowhere fast. By the end of this year you will find that what has seemed (9)_____, will be accomplished, giving you a feeling of satisfaction and fulfillment. When you use the new opportunities that this year brings for the benefit of others as well as yourself, success will (10)_____ be yours.

POSSIBLE

DOUBT

4. ПИСЬМЕННОЕ ВЫСКАЗЫВАНИЕ С ЭЛЕМЕНТАМИ РАССУЖДЕНИЯ

При написании сочинения с элементами рассуждения необходимо придерживаться следующих основных правил.

1. Используйте формальный стиль письма, а именно:

- не используйте скобки и восклицательные знаки — это свойственно неформальному стилю письма;
- не начинайте предложения со слов *and*, *but* или *also*. В разговорном языке вы можете их использовать, но избегайте этого в формальном сочинении;
- не употребляйте вводные слова, характерные для неформального стиля (*well*, *you know* и т.д.);
- избегайте слишком простых предложений. Объединяйте простые предложения в сложные, используя логические средства связи.

2. Разделите текст сочинения на 5 смысловых абзацев в соответствии с предложенным в задании планом. Абзацы можно отделять красной строкой или пустой строкой.

В первом абзаце (введение) сформулируйте проблему, которую вы будете обсуждать, однако не повторяйте тему сочинения слово в слово. Представьте, что ваш читатель не знает, о чем пойдет речь, и попытайтесь объяснить ему проблему другими словами. В этом абзаце вы также можете кратко выразить свою точку зрения, однако это не обязательно.

Выделите положительные и отрицательные аспекты проблемы и подумайте о разумных аргументах в поддержку обеих точек зрения. Помните, что вы должны выразить не только свою точку зрения, но и мнение ваших потенциальных оппонентов.

Во втором абзаце выразите свое мнение, подкрепив его 2—3 развернутыми аргументами. Используйте слова-связки для выражения своего мнения и представления аргументов.

В третьем абзаце выразите противоположную точку зрения, аргументируя её 2 развернутыми аргументами.

В четвертом абзаце выразите свое несогласие с этой точкой зрения и приведите 2 развернутых контраргумента на мнение оппонентов. Постарайтесь соблюсти баланс между абзацами.

В заключительном параграфе сделайте обобщающий вывод по проблеме, которую вы обсуждали. Это покажет, что вы рассматриваете свое сочинение как единое целое. Вы должны также окончательно сформулировать свое мнение с учетом противоположной точки зрения.

3. Во всех абзацах используйте слова-связки, чтобы помочь читателям проследить за логикой ваших рассуждений. Помните, что вводные слова выделяются запятыми.

4. Убедитесь, что объем сочинения составляет 200—250 слов. Согласно требованиями ЕГЭ, допустимое отклонение от заданного объема составляет 10%. Если в выполненном задании С1 менее 90 слов или в задании С2 менее 180 слов, то задание проверке не подлежит и оценивается в 0 баллов. При превышении объема более чем на 10%, т.е. если в выполненном задании С1 более 154 слов или в задании С2 более 275 слов, проверке подлежит только та часть работы, которая соответствует требуемому объему. В этом случае при проверке задания С1 отсчитываются от начала работы 140 слов, задания С2 — 250 слов и оценивается только эта часть работы.

При определении соответствия объема представленной работы вышеуказанным требованиям считаются все слова, начиная с первого слова по последнее, включая вспомогательные глаголы, предлоги, артикли, частицы. В личном письме адрес, дата, подпись также подлежат подсчету. При этом:

- стяженные (краткие) формы *can't, isn't, I'm* и т. п. считаются как одно слово;
- числительные, выраженные цифрами, т. е. 1; 25; 2009, 126204 и т. п., считаются как одно слово;
- числительные, выраженные словами, считаются как слова;
- сложные слова, такие как *good-looking, well-bred, English-speaking, twenty-five*, считаются как одно слово;
- сокращения, например *USA, e-mail, TV, CD-rom*, считаются как одно слово.

5. Еще раз перечитайте свое сочинение и проверьте грамматику, орфографию и пунктуацию.

6. При написании сочинения вам будут полезны следующие фразы-клише:

Выражение мнения:

I agree/ disagree...

In my opinion, ... / From my point of view, ... / As far as I'm concerned, ...

I believe that... / I suppose that... /It seems to me that...

I am convinced that

According to scientists, ...

Some people say that ...

It is said/believed that.....

There is no doubt that...

It cannot be denied that ...

I must admit that ...

Представление аргументов:

The main argument in favour of my opinion/ against is...

The first thing (I would like to consider) to be considered is...

To begin with,.../To start with. ...

Apart from that...

Despite the fact that .../ In spite of the fact that ...

Firstly, .../Secindly, ... /Finally, ...

Besides, .../ In addition, ...

What is more,... /Moreover, .../More than that,

What matters most in this case is...

Finally, ...
However,... / ..., though
...although.. / .. even though ...
Nevertheless, ...

Выражение причинно-следственной связи:

for this reason
therefore /that is why
thus
sth happened because of
 as a result of
 owing to / due to
 as a consequence of

Примеры:

for example, .../for instance, ...
such as
like

Заключение:

To sum up,
To conclude, ...
In conclusion, I would like to say that...

Пример сочинения «Моё мнение»

Comment on the following statement.

Most teachers believe that all subjects at school are equally useful.

What is your opinion?

People have various preferences so it is natural that school students want to study the subjects they are interested in. **However**, many teachers are against this, arguing that all subjects must be studied in the same way.

In my opinion, students should be allowed to choose the subjects they want to study **because** in this case they will be more enthusiastic about their school work. **In addition**, if students are forced to study all subjects, they can easily lose interest in education. **What is more**, if all subjects are compulsory for studying, students will not have enough time to learn all of them properly **therefore** they will be constantly under a lot of pressure.

Nevertheless, most teachers believe that their subject is of great importance and they will not let it be optional. **Moreover**, teachers claim that students must be well rounded so they need to study all subjects equally.

Actually, I am afraid that when we learn a variety of subjects, we get very poor knowledge and we are not able to get an idea of what our interests are. **Besides**, some subjects can be of no use for us in the future and we will forget everything we learned at school in these lessons.

In conclusion, I strongly believe that being free to choose what to study is an effective form of education. Yet I must admit that we should not completely reject all the other subjects. Instead, teachers ought to find an easier form of teaching them.

4.1. Прочитайте экзаменационное задание.

Comment on the following statement.

Lots of teens believe that it's important to look nice. However, adults often think that young people pay too much attention to their appearance and fashion.

What is your opinion? Do you care what you wear?

Write **200—250 words**.

Use the following plan:

— make an introduction (state the problem)

- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

You have 60 minutes to do this task.

4.2. Спланируйте свой ответ.

- Определите свою точку зрения и постарайтесь найти как можно больше аргументов в её поддержку.
- Какие аргументы можно придумать в защиту противоположной точки зрения?
- Как можно перефразировать тему сочинения? Постарайтесь найти синонимы к словам темы.
- Как вы закончите своё сочинение? Не забудьте учесть в выводе противоположную точку зрения.
- Подберите нужные слова-связки.

4.3. Теперь напишите сочинение.

Убедитесь, что вы:

- разбили сочинение на 5 абзацев
- использовали формальный язык
- использовали слова-связки как в начале, так и внутри абзацев
- во введении перефразировали тему сочинения
- в 2 абзаце привели не менее двух развернутых аргументов в пользу своей точки зрения
- в 3 абзаце сослались на мнение других людей, обосновав его 1—2 аргументами
- в 4 абзаце объяснили, почему вы с ним не согласны и привели 2 контраргумента
- в заключении сделали общий вывод и окончательно сформулировали свою точку зрения
- проверили грамматику, орфографию и пунктуацию
- уложились в заданный объем 200—250 слов

4.4. Попробуйте написать сочинение на другую тему.

Comment on the following statement.

In recent years tourism has really taken off. However, many people think that tourism ruins everything that it touches.

What is your opinion? Should we develop tourism?

Write 200—250 words.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

You have 60 minutes to do this task.

ПРОВЕРЬ СЕБЯ

1.1. 1. is; 2. doesn't pay; 3. will phone; 4. Will you help; 5. go; 6. don't pay; 7. arrives; 8. will you say; 9. will call; 10. won't wait; 11. misses; 12. is; 13. won't be; 14. am; 15. goes; 16. rings; 17. will be; 18. feels; 19. doesn't come; 20. goes

1.2. 1. speaks, will say; 2. will talk, leaves; 3. won't go, isn't; 4. will have, finish; 5. arrive, will give; 6. will feel, gets; 7. will be, starts; 8. won't go, improves; 9. sees, will

give; 10. will you do, don't get; 11. won't know, arrives; 12. wants, grows; 13. start; 14. am; 15. will come (придаточное изъяснительное); 16. will phone, arrives; 17. doesn't pass; 18. will come (придаточное изъяснительное); 19. comes, has; 20. finishes, will enter

1.3. 1. will phone, gets; 2. am, are you doing; 3. isn't, works; 4. do you go; 5. will go; 6. will come, finish; 7. are working; 8. does he usually do, plays; 9. am reading; 10. has; 11. Are you hungry, Do you want; 12. come; will be; 13. is having; 14. Do you see; 15. is dancing, dances; 16. does it usually take; 17. won't go, comes; 18. Do you understand; 19. don't smoke; 20. isn't raining

1.4. 1. does he get, gets; 2. aren't sleeping, think, are watching; 3. returns, will call; 4. go; 5. are playing; 6. does your mother usually drink; 7. are having; 8. is speaking, am listening, hear; 9. doesn't rain, won't stay; 10. is raining, will get, don't take; 11. want; 12. have, am having; 13. is your sister, is doing; 14. will she come; 15. are you doing, see, aren't sleeping; 16. starts, will visit; 17. knows; 18. do your lessons begin; 19. will go, finishes; 20. will you be, will be

2.1. 1. b; 2. c; 3. c; 4. a; 5. a; 6. b; 7. a; 8. b; 9. c; 10. a; 11. b; 12. b; 13. a; 14. b; 15. c; 16. b; 17. a; 18. b; 19. c; 20. b

2.2. 1. will celebrate; 2. take; 3. will have; 4. arrive; 5. will feel; 6. will have already been; 7. will be waiting; 8. stay/are staying; 9. will do; 10. has; 11. want; 12. will be; 13. want; 14. will be; 15. will have already planned/will already be planning

3.1. *un* — undesirable, undrinkable, unhealthy, unchangeable, unbelievable, uninterested

in — inaccurate, inactive, incorrect, indefinite, inexperienced

im — improbable, immobile, impersonal, impermanent, impractical

re — rebuild, reopen, reuse, reactive, react, redecorate

mis — misuse, misunderstand, misbehave, misfortune, mislead

dis — disuse, disapprove, disbelieve, disagree, discomfort

3.2. 1. misleading; 2. dislike; 3. untidy; 4. incorrect; 5. intolerable; 6. replace; 7. impolite; 8. unpredictable; 9. disorder; 10. ineffective

3.3. 1. unavoidable; 2. independence; 3. rethinking; 4. misinterpret; 5. impersonal; 6. unexpected; 7. unnecessary; 8. impatience; 9. impossible; 10. undoubtedly

4.3. (Возможный вариант сочинения)

What people wear says a lot about who they are and what they do, and it is not surprising that teenagers are so concerned about their clothes. Nevertheless, their parents think that following fashion is a waste of time.

From my point of view, it is important to look smart and attractive because we cannot go through life with the same hairstyle or make-up. I also believe it is necessary for teenagers to follow fashion. When you are up with fashion, you feel confident. What is more, everyone should find their own style to express their individuality. I hate when people dress alike. Personally, I prefer hand-made or designer clothes and try to look stylish.

However, many parents do not understand why teens spend so much time and money on their clothes. Quite a lot of adults are old-fashioned and do not accept modern trends in clothing. They say that fashion comes and goes but classical style remains.

As for me, I cannot agree with them because teenage fashion is quite specific. Nobody likes to dress in styles that are too old for them, and it is no fun being teased because of it. Moreover, clothes will be especially important in our future career, so learning to choose the right clothes is worth spending time and money.

In conclusion, I would argue that our modern lifestyle forces us to look stylish because people judge us by our clothes. Therefore I think we should try and look as attractive as possible.

4.4. (Возможный вариант сочинения)

It goes without saying that tourism can bring economic gain to the development of all countries. Although some people think that the price for this development is too high, I would argue that tourism is a blessing rather than a curse.

In my opinion, tourism is extremely beneficial as it provides people with jobs and brings substantial profit for the country's economy. In addition, most of the money from tourism is spent on schools, roads, cultural development and maintenance of architectural sights, which otherwise would be in a sorry state. What is more, travelling is a part of people's education and it is a good way to broaden our minds. We may say that tourism brings cultures and people closer.

However, there are people who are against tourism claiming that it causes damage to historical monuments and the environment. They also say that tourists create problems for local residents bringing with them noise, nuisance and crime.

Nevertheless, I don't think these people are right because the problems caused by tourism are not something that cannot be solved or prevented. Firstly, some of the money earned by the tourism industry can be spent on renovation of historical monuments. I also believe we must teach people to respect local cultures and human rights.

In conclusion, I want to say that we should not reject tourism for the bad effects it may have. Personally, I am for tourism that minimises its own environmental impact as well as promotes knowledge and understanding.

День 10. Повторение

В этом уроке вы:

- закрепите навыки аудирования и чтения;
- используете изученный лексико-грамматический материал практически;
- напишете письмо к другу и сочинение по предложенной проблеме.

Раздел 1. АУДИРОВАНИЕ

B1 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. I respected the teacher because of his attitude to me.
2. I was fortunate enough to have great teachers at school.
3. My level of knowledge increased due to my favourite teacher.
4. I was bored by the teacher and the subject.
5. I was taught not to be afraid of stating my point of view.
6. I thought that the teacher was too strict to me.
7. I was humiliated by the attitude of my teacher.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор друзей. Определите, какие из приведенных утверждений **A1—A7** соответствуют содержанию текста (**1 — True**), какие не соответствуют (**2 — False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 The Armoury is situated near the Kremlin.

- 1) True 2) False 3) Not stated

A2 Originally the Kremlin was wooden.

- 1) True 2) False 3) Not stated

A3 New walls and towers of red brick were built in the 15th century.

- 1) True 2) False 3) Not stated

- A4** The Trinity Gate leads to Red Square.
 1) True 2) False 3) Not stated
- A5** The monument to Minin and Pozharsky is the oldest in Moscow.
 1) True 2) False 3) Not stated
- A6** The monument to Alexander Pushkin is not far from the monument to Yuri Dolgoruky.
 1) True 2) False 3) Not stated
- A7** You can watch ballets in the Maly Theatre.
 1) True 2) False 3) Not stated

Вы услышите интервью с автором детективных романов. В заданиях A8—A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8** When did Michael Duffy realise that he wanted to write a detective novel?
 1) At college. 2) In his forties. 3) In 2009.
- A9** Michael Duffy admires Harry Bosch because he is
 1) clever.
 2) honest.
 3) obsessed with his work.
- A10** Why did the author use the narrative voice?
 1) Australian policeman are too talkative.
 2) He wanted his book to be dramatic.
 3) It was required by the plot.
- A11** Michael Duffy calls Sydney a city of sharks because
 1) it is dangerous owing to criminals.
 2) it is hard to find employment there.
 3) there are a lot of sharks in Sydney Harbour.
- A12** 'The Simple Death'
 1) is too sophisticated.
 2) has got a true-life plot.
 3) is really dull.
- A13** When Michael Duffy is writing a crime novel, he feels
 1) depressed. 2) fascinated. 3) dissatisfied.
- A14** The reader expects a detective novel
 1) to be realistic.
 2) to end happily.
 3) to have a specific structure.

Раздел 2. ЧТЕНИЕ

B2	<i>Установите соответствие между заголовками 1 — 8 и текстами A — G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.</i>
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1. Last Minute Offer
2. Best Catches Without Mistakes
3. Package Holiday
4. Summer Holiday for Independent Travellers

5. Educational Tour
6. Green Travel
7. Mountain Adventure
8. New Opportunities for Underwater Exploration

A. La Baume is a holiday camping site that caters for tents and caravans. It is divided into two main areas, each with their own pool area and facilities. They are a short walk apart so it is easy to enjoy the benefits of both. La Baume also boasts a small gift shop, a swimwear shop and a supermarket, which offers most of the goods you would expect from a local convenience store.

B. Explore the UK and Ireland knowing your guides care as deeply about the environment as they do that you have a blast! Shamrockers and HAGGIS specialize in authentic tours of Ireland and Scotland. Locals run the companies with the goal of showing you the best of their lands while making as little negative impact as possible.

C. Here's yet another great deal for an Alaska cruise. You'll begin your adventure in Vancouver and call in the ports of Ketchikan and Skagway before disembarking in Seward. If you thought that being able to afford a dream cruise to Alaska was out of reach, think again. Check out this seven-night cruise that starts at only \$349 per person, but you have to jump on it fast since the sailing date's just days away.

D. Let us pick you up from selected locations for your day at the Kennedy Space Centre! Listen to expert narration from our knowledgeable guides as we stop to get a bird's eye view of the Space Shuttle launch pads. See other shows and exhibits at the Visitor Complex, including a chance to meet a real astronaut at the Astronaut Encounter Show and enjoy the live-action show "Mad Mission to Mars 2025." Try your hand at a mission control console and take a virtual moonwalk before returning home!

E. A dive vacation is much more than someone handing you a tank, transporting you to a dive site and saying, "Have Fun." Divers want much more. Today, Aggressor Fleet yachts span the globe in twelve different countries and the list of exotic destinations keeps growing. The yachts have got private staterooms, an onboard chef and a slide film processing lab — amenities that were unheard of on recreational dive boats.

F. Experience the centuries-old Inca Trail trek, the most famous of Peru hiking tours. If you seek to explore the culture, history, and grandeur of the Peruvian Andes, this trip is for you. From the well-preserved ruins of *Machu Picchu* to lush cloud forests and snow-covered peaks, this ten-day tour promises the ultimate experience in Peru adventure travel. Whatever itinerary you choose, this vacation is sure to meet your wildest expectations.

G. It is not just the spring that offers great fishing. These Boundary Waters lakes and rivers offer excellent fishing opportunities all season long. Our guides live for fishing these waters and will help you eliminate hours of trial and error on the

water. They are there to put you on the fish! Not to mention the addition of a camp cook. Wake in the morning to the smell of fresh brewed coffee and breakfast cooking on the fire.

A	B	C	D	E	F	G

B3	<i>Прочитайте текст и заполните пропуски A—F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.</i>
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As the saying goes ... “water, water, everywhere.” Well, how much water is there; where is this water; how does it move around?

It’s hard to imagine what it’s like to not have clean water to drink. Water is not evenly divided around the world. Some places have lots and others have very little. Water supply is a big problem in some countries. Some people in Africa carry water from a hole (A)_____. This water source might not even be in their town and they will have to travel to get it. Some kids wrote about how they have dirty water at their school and sometimes kids get sick from drinking it. We wonder (B)_____.

We thought that the United States didn’t have any of those problems but we were wrong. Appalachia, in the southern part of the United States, has some homes (C)_____.

In Arizona, the Central Arizona Project gets water piped in from the Colorado River. This is a problem for the places that used to get most of the Colorado River water (D)_____. There are rules about how much water can be taken out of rivers. Some rivers in the West have reached that limit. There are ‘water wars’ where people argue over (E)_____.

The problem of water supply keeps a lot of people looking for new ways to use water better. Every time we use it, we take water away from the Earth. We know how it flows on the surface and underground (F)_____. In the past few years, many households have been using rain barrels attached to the downspout of their gutters to store and use rain water for the lawn and garden. If we don’t spend that extra five minutes in the shower, or run the water when we brush our teeth, we can make a difference!

1. who has the right to use the water
2. which provide people with most of the water
3. that is bored or dug into the ground
4. that still don’t have running water
5. until it gets to us
6. what we can do about this
7. because they can’t get as much now

A	B	C	D	E	F

<i>Прочитайте текст и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.</i>
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It was the second of September 1859. The clipper ship *Southern Cross* was off Chile when, at 1.30 a.m., it sailed into a living hell. Hailstones from above and waves from all

around whipped the deck. When the wind-lashed ocean spray fell away to leeward, the men noticed they were sailing in an ocean of blood. The colour was reflected from the sky, which — they could see even through the clouds — was wreathed in an all-encompassing red glow.

The sailors recognised the lights as the southern aurora that usually graced the skies near the Antarctic Circle, just as their northern counterparts cling to the Arctic. To see them from this far north was highly unusual. As the gale subsided, they witnessed an even more astonishing display. Fiery lights loomed against the horizon as if some terrible conflagration had engulfed the Earth. Vivid bolts flew across the now clear sky in spiral streaks and exploded in silent brilliance, as if the very souls of all humanity were fleeing whatever cataclysm had befallen the planet.

Upon their arrival at San Francisco, the ship's company discovered that theirs was not an isolated experience. Two thirds of the Earth's skies had been similarly smothered. Also, there was a sinister side to the aurora.

The beguiling lights had disabled the telegraph system, wiping out communications across the world. For days, nature refused to allow these arteries of information to flow freely. It was as if today's Internet had suddenly, inexplicably shut down. In Philadelphia, a telegrapher was stunned by a severe shock. In some offices the equipment burst into flames. In Bergen, Norway, the operators had to scramble to disconnect the apparatus, risking electrocution. On top of this, compasses spun uselessly under the grip of the aurora, disrupting global navigation.

In the scramble to understand just what had engulfed Earth, the Victorians had only one clue. On the previous morning amateur astronomer Richard Carrington was working in his private observatory at Redhill, Surrey, and found himself witness to an unprecedented celestial event.

He was studying sunspots, the unexplained dark blemishes that occasionally speckle the Sun. The sunspot that Carrington gazed upon that day was really huge. It was almost ten times the diameter of the Earth. Yet on the Sun, it barely stretched a tenth of the way across the fiery disc. Without warning, two beads of searing white light appeared over it.

No one had ever described the Sun behaving like this before and Carrington instantly began timing the lights as they drifted across the sunspot, faded and vanished. That night, the apocalyptic aurora burst over the Earth. Could it be that Carrington's titanic explosion had somehow hurled the electrical and magnetic energy at the Earth?

Carrington himself never pursued the research. Yet his discovery of the solar flare began half a century of intrigue, rivalry and speculation as other astronomers raced to understand the mysterious way in which the Sun could reach out across 93 million miles of void and strike the Earth. With the benefit of hindsight, we can see that the Carrington flare was a tipping point for astronomy. Suddenly aware that the Earth and its technology could be affected by celestial events, astronomers turned their attention away from charting the positions of stars to aid navigation, and began studying the nature of celestial objects.

Today, the study continues. Astronomers routinely watch solar flares with their spacecraft and know that these explosions usually eject huge clouds of electrically-charged particles into space. When these strike the Earth, they produce the aurora in the atmosphere and cause technology to malfunction. Astronomers call it space weather and the ferocity of it still occasionally catches them unawares. In October 2003, a Japanese weather satellite died during a solar storm. In 1989, millions of North Americans were blacked out when a solar storm damaged the Hydro-Quebec power station in Canada.

In all these studies, however, there is one sobering thought. The scale of the solar storm of 1859 has never been equalled since. Even the fiercest recent storms are between three and five times smaller. With our current reliance on technology higher than at any time in history, another “Carrington-event” could cost us billions.

(Adapted from ‘The Biggest Solar Storm in History’ by Stuart Clark)

A15 When the clipper ship *Southern Cross* was off Chile,

- 1) the weather improved.
- 2) huge stones started falling from above.
- 3) the ocean water changed its colour.
- 4) there was a lot of blood around.

A16 It is rare for the southern aurora

- 1) to be seen against the horizon.
- 2) to have red colour.
- 3) to appear so far north.
- 4) to grace the skies near the Antarctic Circle.

A17 What was NOT the effect of the aurora?

- 1) The telegraph system was disabled.
- 2) The Internet suddenly shut down.
- 3) The equipment in some offices burst into flames.
- 4) Compasses spun uselessly, disrupting global navigation.

A18 The probable reason for the aurora was

- 1) a huge sunspot.
- 2) the light from the sun.
- 3) the electrical and magnetic energy of the Earth.
- 4) powerful solar flares.

A19 Carrington’s discovery was a tipping point for astronomy because

- 1) it began half a century of intrigue, rivalry and speculation.
- 2) it proved celestial events were unable to affect our planet.
- 3) astronomers began studying the nature of the celestial objects.
- 4) astronomers turned their attention to charting the positions of stars.

A20 Today astronomers are still surprised by

- 1) the extreme force of solar storms.
- 2) the amount of electrically-charged particles ejected by solar flares.
- 3) the fact that the aurora causes technology to malfunction.
- 4) the fact that a Japanese weather satellite died during a solar storm.

A21 The solar storm of 1859 was

- 1) the first solar storm on our planet.
- 2) twice as big as the fiercest recent storms.
- 3) less fierce than most recent solar storms.
- 4) the fiercest in recent history.

Раздел 3. ГРАММАТИКА И ЛЕКСИКА

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 — B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 — B10**.

The Pymatuning Story

- | | | |
|------------|---|----------------|
| B4 | The name Pymatuning is of Indian origin and means “Crooked-mouthed man’s dwelling place,” _____ to an ancient Red Man who was not famous for truth telling. | REFER |
| B5 | Before the glaciers _____ across northwestern Pennsylvania, the Pymatuning was what it is today — a lake. | SWEEP |
| B6 | However, later the lake _____ to a swamp by the great ice movements which gouged out the hills of the area and filled in the valleys. | REDUCE |
| B7 | Paradoxically, man _____ the works of the Ice Age to the joy of hunters, sportsmen and naturalists, creating a lake from this once great bog. | REVERSE |
| B8 | Today the lake is 16 miles long with 70 miles of shoreline and is the _____ body of water in the state. | LARGE |
| B9 | The Pymatuning is a major nesting site for Canada _____ and other migratory birds. | GOOSE |
| B10 | Hunters may use the controlled goose area only once each year. Hunters entering the area must register and _____ an identification badge. | ISSUE |

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

Teenagers and Money

- | | | |
|------------|---|--------------|
| B11 | Teenagers definitely need some money to be able to achieve their goals therefore it is natural that many parents give their children a daily or weekly _____. | ALLOW |
|------------|---|--------------|

B12	However, parents should not spoil their children by giving them money whenever it is needed. This will create a wrong _____ that money can be taken for granted when living with parents.	IMPRESS
B13	Letting young people know that they have to work in order to earn a living makes them _____.	DEPEND
B14	What is more, teenagers should also be taught how to spend money _____.	WISE
B15	They should only buy what they can afford and should not live beyond their _____ budget.	MONTH
B16	_____ control is important so as to prevent a teenager from running into debt when they get older.	FINANCE

Прочитайте текст с пропусками, обозначенными номерами A22—A28. Эти номера соответствуют заданиям A22—A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

All Alone

A sickly grey invaded the evening sky and infused with the dusky blue from the afternoon's thunderstorm. In the musky air there seemed to be a sweet scent lingering, along with the choking smell of cigarette smoke. Fireflies dangled in the air like puppets, their colour almost drowned out from the rain. Their amber hue seemed to be the only source of light.

Charlotte dragged her feet across the leaves on the ground while swallowing the dreary landscape she had just walked a mile to. She inhaled. Heavy air filled her lungs and caused her to splutter in the dark. Silence crept in, and it haunted her. There was nowhere to **A22** _____ help.

Where were the others? She **A23** _____ every ledge, every forest entry, every sharp rock. She acknowledged that the scene was just perfect for another practical joke. How surprising that they'd abandoned her here. They **A24** _____ on her not just because she was the biggest loser in school; skinny, asthmatic, anti-social, afraid of everything, but mostly because she was liable to fall **A25** _____ the same tricks over and over again.

Panicking, Charlotte's hands trembled as her eyes jolted back and **A26** _____ across the horizon. How fitting it was that she should be afraid of the dark. Maybe she should never have agreed to go. She was **A27** _____ to answer 'Yes'. Why were the popular ones asking her to hang out? Why wasn't it the science geeks or the library nerds? She was told there was a first for everything, but she'd always be a loner.

Her eyes fixed on a moving figure, too dark to know if it was human, and too scared to know it as anything else. She looked around, and realised she had been standing under a jagged ledge, threatening to engulf her in a sea of knife-edged rocks. In the dark she could've sworn it was a giant claw. She turned around and planned an escape

A28 _____ .

A22	1) ask	2) look	3) search	4) seek
A23	1) looked	2) scanned	3) skimmed	4) stared
A24	1) joked	2) laughed	3) picked	4) teased
A25	1) for	2) on	3) over	4) with
A26	1) ahead	2) forth	3) forward	4) onward
A27	1) cautious	2) doubtful	3) opposed	4) reluctant
A28	1) route	2) road	3) way	4) course

Раздел 4. ПИСЬМО

- C1** You have 20 minutes to do this task.
You have received a letter from your English-speaking pen friend Jack, who writes:

*...Have you ever thought what you are going to do in the future? As for me, I really don't know what career to choose although my parents say it's time I made a choice. What kind of job would you prefer to do? Have you asked your parents for advice? Would you like to follow in their footsteps? Anyway, we've got some time. Let me know what you think about it.
Well, it's time for me to play with my brother*

Write a letter to Jack.

In your letter

- answer his questions
- ask **3 questions** about his hobbies and leisure activities

Write **100—140 words**.

Remember the rules of letter writing.

- C2** You have 60 minutes to do this task.
Comment on the following statement.

Extreme sports have taken off in a big way over the last twenty years. However, quite a few people object to these dangerous sports, highlighting the risk of accident.

What is your opinion? Do you understand people who are fond of extreme sports?

Write **200—250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

ПРОВЕРЬ СЕБЯ

Раздел 1. АУДИРОВАНИЕ				Раздел 2. ЧТЕНИЕ		Раздел 3. ГРАММАТИКА И ЛЕКСИКА	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A1	2	A8	2	A15	3	A22	4
A2	1	A9	3	A16	3	A23	2
A3	1	A10	2	A17	2	A24	3
A4	2	A11	1	A18	4	A25	1
A5	3	A12	2	A19	3	A26	2
A6	3	A13	2	A20	1	A27	4
A7	2	A14	3	A21	4	A28	1

Раздел 1. АУДИРОВАНИЕ			
B1	257314		
Раздел 2. ЧТЕНИЕ			
B2	4615872	B3	364715
Раздел 3. ГРАММАТИКА И ЛЕКСИКА			
B4	referring	B11	allowance
B5	swept	B12	impression
B6	wasreduced	B13	independent
B7	hasreversed	B14	wisely
B8	largest	B15	monthly
B9	geese	B16	financial
B10	areissued		

Раздел 4. ПИСЬМО

Задание C1 (*Возможный вариант ответа*)

Ufa
Russia
23 May 2012

Dear Jack,

Thanks for your letter. I'm glad you get on well with your brother.

Well, I agree that it's difficult to choose our future occupation as there are lots of different jobs. However, I wouldn't like to follow in my parents' footsteps as I'm not interested in their professions. I've asked my father for advice and he believes I must choose my career according to my preferences.

As for me, I enjoy travelling and I want to see the world. So I'd rather work in tourism but I haven't made the final choice yet.

Some people turn their hobbies into their careers. Have you got any hobbies? What are your favourite leisure activities? Do you enjoy active or passive holidays?

Hope this helps. Drop me a line when you can.

All the best,
Peter

Задание C1 (*Возможный вариант ответа*)

There is no doubt that extreme sports are very popular nowadays. Nevertheless, they are considered rather dangerous and it is quite difficult to understand why people put their lives at risk.

As for me, I can understand people who are addicted to risky sports. First of all, they try extreme sports for the thrill and excitement. They just want to experience new emotions and for them extreme sport is an antidote to our safety-first world. Besides, risky sports enable people to confront fears and to satisfy their curiosity. Finally, young people usually take risks because they want to look daring and outrageous.

However, parents are often against extreme sports because of the possibility of injury. They are also afraid that young people will become addicted to taking risks and will take their life to extremes.

In fact, many extreme sports are even less dangerous than traditional ones. I am sure that improvements in equipment will allow the reduction in risk and if you do not take things to the edge, extreme sports are rather safe. In addition, risky sports help people to relax and to find new friends who share the same passion. In my opinion, it is much better than drug addiction.

To sum up, I strongly believe that extreme sports are as beneficial as traditional ones. They offer the opportunity to carve your own path and find out where your limits lie. Personally, I am not a risk taker but I respect people who go to extremes.

В этом уроке вы:

- сравните употребление времен *Perfect Simple* и *Perfect Continuous*;
- научитесь образовывать существительные с помощью суффиксов *er/or, dom, ian, ist, ment, ness, ship, sion*;
- разовьете навыки всех видов чтения.

1. ВРЕМЕНА ГРУППЫ PERFECT CONTINUOUS

	PRESENT PERFECT CONTINUOUS	PAST PERFECT CONTINUOUS	FUTURE PERFECT CONTINUOUS
Употребление	Действия, которые продолжались в течение некоторого промежутка времени до настоящего момента	Действия, которые длились в течение некоторого промежутка времени до указанного момента в прошлом	Действия, которые будут длиться в течение некоторого промежутка времени до указанного момента в будущем
Ключевые слова	How long?, for, for ages, since, all my life, all day long, all morning + связь с настоящим моментом	How long?, for, for ages, since, all my life, all day long, all morning + указание на прошедшее время	How long?, for, for ages, since, all my life, all day long, all morning + указание на будущее время
Утвердительное предложение	S + have/has + been + Ving	S + had + been + Ving	S + will + have + been + Ving
Отрицательное предложение	S + have/has + been + Ving	S + had + been + Ving	S + will + have + been + Ving
Вопросительное предложение	Have/Has + S + been + Ving	Had + S + been + Ving	Will + S + have + been + Ving
Специальный вопрос	WH + have/has + S + been + Ving WH — вопросительное слово; S — подлежащее (subject); V — смысловой глагол (verb)	WH + had + S + been + Ving	WH + will + S + have + been + Ving
Вопрос к подлежащему	WHO + has + been + Ving	WHO + had + been + Ving	WHO + will + have + been + Ving

Внимание! С глаголами, которые не употребляются в Continuous, вместо *Perfect Continuous* употребляется *Perfect Simple*.

2. PERFECT ИЛИ PERFECT CONTINUOUS?

2.1. Present Perfect Simple или Present Perfect Continuous? Выберите правильную форму глагола.

1. John is reading a book now. He has (read/been reading) for two hours. He has (read/been reading) 100 pages so far.
2. Jane's clothes are covered in paint. She has (painted/ been painting) the floor. She has not finished yet.
3. Ann is still doing her homework. She has (done/ been doing) it all day.
4. Have you ever (played/ been playing) tennis?
5. Look! Somebody has (broken/been breaking) that window!
6. "Sorry I'm late." "That's all right. I have (waited/been waiting) for a few minutes."
7. "Is it still raining?" "No, it has (stopped/been stopping) raining."
8. I have (lost/been losing) my address book. Have you (seen/been seeing) it anywhere?
9. My hands are very dirty. I have (repaired/been repairing) the car for two hours.
10. Mary has (written/been writing) ten letters today.
11. Have you (seen/been seeing) my bag anywhere? I have (looked/been looking) for it for ages.
12. How long have you (written/been writing) this essay?
13. They have (played/been playing) chess since 2 o'clock.
14. I have (known/been knowing) her for a long time.
15. John has always (lived/been living) in London.
16. I haven't (seen/been seeing) Tom since Monday.
17. Where have you been? Have you (played/been playing) football?
18. You have (driven/been driving) all day. Let me drive now.
19. Where is Tom? I haven't (seen/been seeing) him today.
20. The British have (drunk/been drinking) tea since 1650.

2.2. Present Perfect Simple или Present Perfect Continuous? Выберите правильную форму глагола.

1. I have (broken/ been breaking) your pen. I am very sorry.
2. "What's the matter?" "I have (read/been reading) for a long time, and I've got a headache."
3. I am very tired! I have (worked/been working) all day, but I have not (finished/ been finishing) yet.
4. I have (smoked/been smoking) since I was sixteen.
5. I have (smoked/been smoking) too many cigarettes today.
6. "Why are you red?" "I have (run/been running)."
7. I have (lost/ been losing) my note-book. Have you (seen/been seeing) it anywhere?
8. Where are my sweets? Who has (eaten/been eating) them?
9. I have (waited/been waiting) for you for ages! Where have you been?
10. How many exercises have you (done/been doing) today?
11. This is the best book I have ever (read/been reading).
12. How long have you (known/been knowing) Jane?
13. How long have you (learnt/been learning) to drive?
14. I don't know what Tom and Jack are doing. They have (argued/been arguing) all day.
15. You are so dirty! What have you (done/ been doing)?
16. I have (painted/been painting) the living room for a week. It'll be finished soon.

17. I have (painted/been painting) the living room. I finished last night.
18. "Why is your hair wet?" "I have (swum/been swimming)."
19. I have (shopped/been shopping) all morning, but I have not (bought/been buying) anything.
20. The streets are all wet. It has (rained/been raining).

2.3. Past Perfect Simple или Past Perfect Continuous? Выберите правильную форму глагола.

1. I knew the facts of the case because I had (read/been reading) the report.
2. My eyes ached because I had (read/been reading) for three hours.
3. The children were dirty. They had (played/been playing) with the sand all morning.
4. I was very nervous at the beginning of the match. I had never (played/been playing) before.
5. Donald was very angry. He had (worked/been working) in the kitchen since early morning, and no one had offered to help.
6. The roads were wet because it had (rained/been raining) all night.
7. He was broke. He had (spent/ been spending) all his money.
8. His hands were covered in oil because he had (tried/been trying) to fix the car all morning. Unfortunately, he had not (managed/been managing) to make it start.
9. I got to the party very late and everyone was waiting for me to start; my friend told me they had (waited/been waiting) for me for an hour.
10. When I finally arrived at the party, Mary had already (left/been leaving).
11. We were good friends. We had (known/been knowing) each other for a long time.
12. They had (climbed/been climbing) for five hours before they reached the top of the mountain.
13. I was tired because I had (done/been doing) the project all day so I went to bed early.
14. Ken gave up smoking two years ago. He had (smoked/been smoking) for 30 years.
15. Ann had just (got/been getting) home when I phoned.
16. We were extremely tired at the end of the journey. We had (travelled/ been travelling) for more than 24 hours.
17. I was sad when I sold my car. I had (had/been having) it for a very long time.
18. Mary was sitting on the ground. She was out of breath. She had (run/been running).
19. In the evening I was very tired because I had (cleaned/been cleaning) my house since morning.
20. The house was dirty. They had not (cleaned/been cleaning) it for weeks.

2.4. Future Perfect Simple или Future Perfect Continuous? Выберите правильную форму глагола.

1. We are late. The film will already have (started/been starting) by the time we get to the cinema.
2. We will have (flied/been flying) non-stop for seven hours before we get to New York.
3. By the end of this year he will have (acted/been acting) for thirty years.
4. Next year John and Ann will have (been/ been being) married for 25 years.
5. Mr. Jacobs will have (worked/been working) on this project for 3 years next month.
6. Yes, I make jam every week. I'll have (made/been making) about 200 kilos by the end of the summer.
7. Ann always leaves for work at 8.30 in the morning. So she won't be at home at 9 o'clock. She will have (gone/been going) to work.

8. I hope they will have (repaired/been repairing) this road by the time we come back next summer.
9. His telephone is out of order. He is still repairing it. Tomorrow he will have (repaired/been repairing) his telephone for a week.
10. He spends all his time planting flowers. He says that by the end of the summer he will have (planted/been planting) 500 flowers.
11. We'd better wait till the end of June. David will have (had/been having) his exam by then, so he'll be able to join us.
12. I am expecting an important letter and I think it will have (arrived/been arriving) by Thursday.
13. Jane will have (learnt/been learning) English for 5 years this summer.
14. By the end of the month he will have (climbed/been climbing) mountains for twenty years.
15. By the end of the month he will have (climbed/been climbing) 50 mountains.
16. Today is Tuesday. Rosie says she will have (finished/been finishing) her composition by Saturday.
17. By 6 o'clock Ted will have (played/been playing) football for five hours!
18. When Frank comes home, his mother will have already (cooked/been cooking) dinner.
19. Let's wake him up at 9 o'clock! He'll have (slept/been sleeping) for nine hours by then.
20. At the end of this term I will have (taught/been teaching) for ten years.

2.5. Present Simple, Present Continuous, Present Perfect Simple или Present Perfect Continuous. Прочитайте письмо и используйте правильную форму глагола в скобках.

Dear Sir or Madam,

I (1)(read) your advertisement on your website and I (2)(write) to apply for a scholarship to attend an English language course at your college this summer.

I am 16 years old and I (3)(live) in Moscow. I (4)(complete) the ninth grade of secondary school. English is my favourite subject at school. I (5)(learn) it for eight years and I (6)(already/pass) the FCE exam with excellent results.

I (7)(always/want) to go to Britain because it (8)(have) some of the best universities in the world. I (9)(have) a pen-friend from Britain who often (10)(send) me English magazines. I believe I would make the most of the opportunity to attend an English course because I am very motivated and hard-working.

I look forward to hearing from you.

Yours faithfully,

Ivan Belov

3. СЛОВООБРАЗОВАНИЕ — СУЩЕСТВИТЕЛЬНЫЕ

3.1. Образуйте существительные от следующих слов и разбейте их по категориям.

Produce, decide, politics, polite, resent, tour, swim, citizen, free, explode, real, king, champion, argue, novel, lazy, academic, ill, develop, conclude, partner, educate, cycle, magic, discuss, sick, wise, encourage, run, owner, busy, bore, music, emit, terror, library, sponsor, inspect, treat, art.

Суффикс	-er/or	-dom	-ian	-ist	-ment	-ness	-ship	-sion
Существительные	<i>producer</i>							

3.2. Заполните пропуски существительными, образованными от слов, напечатанных в конце строк заглавными буквами.

- | | |
|--|------------------|
| 1. _____ from all over the world are trying to find another Earth in the endless universe. | SCIENCE |
| 2. A lot of money was spent on the _____ of the new hospital. | EQUIP |
| 3. I have applied for British _____. | CITIZEN |
| 4. A famous _____ was killed yesterday. | REPORT |
| 5. _____ is often a sign of weak character. | RUDE |
| 6. I soon came to the _____ that she was lying. | CONCLUDE |
| 7. Running marathons requires a high level of physical _____. | FIT |
| 8. Nowadays many people refuse to eat meat and become _____. | VEGETABLE |
| 9. A _____ is a country ruled by a king or a queen. | KING |
| 10. Jane is the best _____ in our group. | SWIM |

3.3. Прочитайте текст об экологических проблемах. Преобразуйте слова, напечатанные заглавными буквами в конце строк, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Bullying is a general term applied to a pattern of behaviour when one person with a lot of internal anger, (1)_____ and lack of interpersonal skills chooses to displace their (2)_____ onto another person. Bullying comes in many forms. Things like constant criticism, (3)_____ or teasing are all different ways of bullying. Recently there has been an increase in (4)_____ of bullying in schools. (5)_____ note that society is beginning to recognize the influence of bullying on children's (6)_____. They focus on the fact that bullying is a common and damaging form of peer (7)_____. Not only does bullying restrict a bullied person's (8)_____, it also affects the climate of the school, which indirectly affects the abilities of all (9)_____. That is why the phenomenon of bullying deserves special attention by (10)_____

RESENT
AGGRESSIVE

EXCLUDE
AWARE
RESEARCH

DEVELOP
RELATION
FREE

LEARN
EDUCATE

4. РАЗВИТИЕ НАВЫКА ЧТЕНИЯ

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

- | | |
|---------------------------|----------------------------|
| 1. Circles on the Water | 5. Solution to the Problem |
| 2. Ancient Ancestor | 6. Hidden Menace |
| 3. Different Explanations | 7. Artificial Eye |
| 4. Unexpected Invention | 8. Significant Benefits |

A. Chocolate chip cookies were actually a mistake! One day in 1903, Ruth Wakefield, while baking a batch of cookies, noticed she was out of bakers' chocolate! As a substitute she broke some semi-sweetened chocolate into small pieces and put them in the dough. She thought that the chocolate would melt in the dough and the dough would absorb it. When she opened up the oven, she realized she had invented the tasty treat called chocolate chip cookies!

B. Computers originally began as calculators. The first calculator was made by Blaise Pascal. It only had eight buttons, and it could only do addition and subtraction. There was a set of wheels, and all of the wheels had the numbers zero through nine on them. The wheels were connected by gears and each turn of one wheel would turn the next wheel one-tenth of a turn. This machine was completed in 1642 when Blaise was twenty-one years old.

C. A helicopter has a big advantage over an airplane, especially when people might be trapped in a tight place like on a mountain, where there is not much space to land, or on the water. They are also used for rescuing people from burning buildings or from trees when there are floods. Without the helicopter as a rescue vehicle, many people would lose their lives because the rescuers would be unable to reach them if they were in a difficult area.

D. Cars have always caused air pollution. In the past, there was a lot more air pollution created by cars than there is today. In the future, there will probably be even less. Two good ways for pursuing the dream of less air pollution are cars that run on solar energy and cars that run on fuel cells. Solar energy and fuel cells don't cause pollution because they do not give off any exhaust.

E. Reporter Rob Spence is planning to have a camera embedded in his eye socket and become a 'bionic reporter'. Spence, who lost one of his eyes when he was young, says he has a prototype in development and that one day the replacement of even healthy eyes with bionic ones may become commonplace. 'It seems shocking now, but it will become more and more normal,' he said.

F. Crop circles have been appearing in fields all over the world for the past 30 years. There have been suggestions that they are made by flying saucers landing and flattening the crops, or even that they are messages left by visiting aliens. Others think they are created by microwave beams from satellites orbiting the Earth. Other more rational suggestions are that crop circles are man-made hoaxes, attempting to convince the public of extra-terrestrial life on Earth.

G. The Egyptian Pyramids have always been surrounded by mystery. When Egyptologists began to open the tombs of the pharaohs, rumours abounded that anyone who raided them would be cursed. Many think a curse was to blame for the death of Lord Carnarvon, who funded the expedition to open King Tutankhamen's tomb in 1923. He died of pneumonia after being bitten by a mosquito a few weeks after the tomb was opened.

A	B	C	D	E	F	G

4.2. Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

Biology means the study of life and it is the science which investigates all living things. Even in the days before recorded history, people knew and passed on information about plants and animals. Prehistoric people survived by learning (A)____. Farming would not have developed if they had not begun to understand that animals could produce food like milk and eggs.

The ancient Egyptians studied the life cycle of insects and understood the part that insects and pollen played in the life cycle of plants. The ancient Mesopotamians even kept animals in (B)____. The ancient Greeks, too, were greatly interested in understanding the world around them. Aristotle recorded his observations of plants and animals, and his successor, Theophrastus, wrote the first books on plant life, (C)_____.

Modern biology really began in the 17th century. At that time, Anton van Leeuwenhoek, in Holland, invented the microscope and William Harvey, in England, described the circulation of blood. The microscope allowed scientists to discover bacteria, (D)_____. And new knowledge about how the human body works allowed others to find more effective ways of treating illnesses.

In the middle of the 19th century, unnoticed by anyone else, the Austrian monk Gregor Mendel, created his Laws of Inheritance, beginning the study of genetics (E)_____. At the same time, while travelling around the world, Charles Darwin was formulating the central principle of modern biology-natural selection as the basis of evolution.

In the 20th century, biologists began to recognize how plants and animals live and pass on their genetically coded information to the next generation. Since then, partly because of developments in computer technology, there have been great advances in the field of biology, (F)_____.

1. who were very dangerous
2. that is such an important part of biology today
3. which made a very important contribution to the study of botany
4. which plants were good to eat and which could be used for medicine
5. what were the earliest zoological gardens
6. which led to an understanding of the causes of disease
7. which is an area of ever-growing knowledge

A	B	C	D	E	F

4.3. Прочитайте рассказ и выполните задания 1—7. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа. Перенесите свои ответы в таблицу.

As Andrea turned off the motorway onto the road to Brockbourne, the small village in which she lived, it was four o'clock in the afternoon, but already the sun was falling behind the hills. At this time in December, it would be completely dark by five o'clock. Andrea shivered. The interior of the car was not cold, but the trees bending in the harsh wind and the patches of yesterday's snow still heaped in the fields made her feel chilly inside. It was another ten miles to the cottage where she lived with her husband Michael, and the dim light and wintry weather made her feel a little lonely.

She was just coming out of the little village of Mickley when she saw an old lady, standing by the road, with a crude hand-written sign saying "Brockbourne" in her hand. Andrea was surprised. She had never seen an old lady hitchhiking before. However, the weather and the coming darkness made her feel sorry for the lady, waiting hopefully on a country road like this with little traffic. Normally, Andrea would never pick up a hitchhiker when she was alone, thinking it was too dangerous, but what was the harm in doing a favor for a little old lady like this? Andrea pulled up a little way down the road, and the lady, holding a big shopping bag, hurried over to climb in the door which Andrea had opened for her.

When she did get in, Andrea could see that she was not, in fact, so little. Broad and fat, the old lady had some difficulty climbing in through the car door, with her big bag, and when she had got in, she more than filled the seat next to Andrea. She wore a long, shabby old dress, and she had a yellow hat pulled down low over her eyes. Panting noisily from her effort, she pushed her big brown canvas shopping bag down onto the floor under her feet, and said in a voice which was almost a whisper, "Thank you dearie. I'm just going to Brockbourne."

"Do you live there?" asked Andrea, thinking that she had never seen the old lady in the village in the four years she had lived there herself. "No, dearie," answered the passenger, in her soft voice, "I'm just going to visit a friend. He was supposed to meet me

back there at Mickley, but his car won't start, so I decided to hitchhike. I knew some kind soul would give me a lift."

Something in the way the lady spoke, and the way she never turned her head, but stared continuously into the darkness ahead from under her old yellow hat, made Andrea uneasy about this strange hitchhiker. She didn't know why, but she felt instinctively that there was something wrong, something odd, something ... dangerous. But how could an old lady be dangerous? It was absurd. Careful not to turn her head, Andrea looked sideways at her passenger. She studied the hat, the dirty collar of the dress, the shapeless body, the arms with their thick black hairs... Thick black hairs? Hairy arms? Andrea's blood froze. This wasn't a woman. It was a man.

At first, she didn't know what to do. Then suddenly, an idea came into her terrified brain. Swinging the wheel suddenly, she threw the car into a skid, and brought it to a halt. "My God!" she shouted, "A child! Did you see the child? I think I hit her!" The "old lady" was clearly shaken by the sudden skid. "I didn't see anything dearie," she said. "I don't think you hit anything." "I'm sure it was a child!" insisted Andrea. "Could you just get out and have a look? Just see if there's anything on the road?" She held her breath. Would her plan work?

It did. The passenger slowly opened the car door, leaving her bag inside, and climbed out to investigate. As soon as she was out of the vehicle, Andrea gunned the engine and soon she had put a good three miles between herself and the awful hitchhiker.

It was only then that she thought about the bag lying on the floor in front of her. Maybe the bag would provide some information about the real identity of the old woman who was actually not an old woman. Pulling into the side of the road, Andrea lifted the heavy bag onto her lap and opened it curiously. It contained only one item — a small hand axe, with a razor-sharp blade. The axe, and the inside of the bag, were covered with the dark red stains of dried blood. Andrea began to scream.

(Adapted from 'The Hitchhiker', a common urban legend)

1. Andrea shivered because
 - 1) the sun was falling behind the hills.
 - 2) it was chilly inside the car.
 - 3) it was snowing outside.
 - 4) the weather was wintry.
2. Andrea decided to give the old woman a lift because
 - 1) she normally picked up hitchhikers.
 - 2) she didn't think it was dangerous.
 - 3) had never seen an old lady hitchhiking before.
 - 4) she was alone.
3. The old lady seemed strange to Andrea since
 - 1) she wore old shabby clothes.
 - 2) her behaviour was unnatural.
 - 3) she didn't take off her yellow hat.
 - 4) she had a big shopping bag.
4. Andrea suddenly stopped her car because
 - 1) she thought she had hit a child.
 - 2) the car skidded as there was ice on the road.
 - 3) she wanted to make the passenger get out of the car.
 - 4) she intended to frighten her passenger.
5. Andrea opened the bag because
 - 1) she was going to find the address of 'the old lady'.
 - 2) she would like to use her things.
 - 3) she intended to throw her things away.
 - 4) she wanted to find out who the passenger was.
6. Andrea felt terrified because the hitchhiker turned out to be
 - 1) a thief.
 - 2) a smuggler.
 - 3) a murderer.
 - 4) a woodcutter.

7. According to the story, Andrea was

1) resourceful.

2) suspicious.

3) cold-hearted.

4) persistent.

1	2	3	4	5	6	7

ПРОВЕРЬ СЕБЯ

2.1. 1. been reading, read; 2. been painting; 3. been doing; 4. played; 5. broken; 6. been waiting; 7. stopped; 8. lost, seen; 9. been repairing; 10. written; 11. seen, been looking; 12. been writing; 13. been playing; 14. known; 15. lived; 16. seen; 17. been playing; 18. been driving; 19. seen; 20. been drinking

2.2. 1. broken; 2. been reading; 3. been working, finished; 4. been smoking; 5. smoked; 6. been running; 7. lost, seen; 8. eaten; 9. been waiting; 10. done; 11. read; 12. known; 13. been learning; 14. been arguing; 15. been doing; 16. been painting; 17. painted; 18. been swimming; 19. been shopping, bought; 20. been raining

2.3. 1. read; 2. been reading; 3. been playing; 4. played; 5. been working; 6. been raining; 7. spent; 8. been trying, managed; 9. been waiting; 10. left; 11. known; 12. been climbing; 13. been doing; 14. been smoking; 15. got; 16. been travelling; 17. had; 18. been running; 19. been cleaning; 20. cleaned

2.4. 1. started; 2. been flying; 3. been acting; 4. been; 5. been working; 6. made; 7. gone; 8. repaired; 9. been repairing; 10. planted; 11. had; 12. arrived; 13. been learning; 14. been climbing; 15. climbed; 16. finished; 17. been playing; 18. cooked; 19. been sleeping; 20. been teaching

2.5. 1. have read; 2. am writing; 3. live; 4. have completed; 5. have been learning; 6. have already passed; 7. have always wanted; 8. has/has got; 9. have/have got; 10. sends

3.1. *-er/or* — producer, swimmer, educator, runner, inspector

-dom — freedom, kingdom, wisdom, boredom

-ian — politician, academician, magician, musician, librarian

-ist — tourist, realist, novelist, cyclist, terrorist, artist

-ment — resentment, argument, development, encouragement, treatment

-ness — politeness, laziness, illness, sickness, business

-ship — citizenship, championship, partnership, ownership, sponsorship

-sion — decision, explosion, conclusion, discussion, emission

3.2. 1. Scientists; 2. equipment; 3. citizenship; 4. reporter; 5. Rudeness; 6. conclusion; 7. fitness; 8. vegetarians; 9. kingdom; 10. swimmer

3.3. 1. resentment; 2. aggression; 3. exclusion; 4. awareness; 5. Researchers; 6. development; 7. relationships; 8. freedom; 9. learners; 10. educators

4.1. 4285736

4.2. 453627

4.3. 2413224

В этом уроке вы:

- выучите правило согласования времен и закрепите грамматические навыки по всем временам английского глагола;
- научитесь образовывать прилагательные с помощью суффиксов *ful, less, ic, ive, y, en*;
- разовьете навыки всех видов аудирования.

1. ПРАВИЛО СОГЛАСОВАНИЯ ВРЕМЕН

Если в главном предложении глагол стоит в прошедшем времени, то в придаточном предложении глагол должен стоять в одном из прошедших времен (*Past* или *Future-in-the-Past*).

Для выполнения правила согласования времен в косвенной речи необходимо осуществлять сдвиг времен по следующим правилам:

1. Времена группы *Present* изменяются на соответствующие им времена группы *Past*.
2. Времена группы *Future* изменяются на *Future-in-the-Past* (*shall, will* меняются на *would*).
3. *Past Simple* меняется на *Past Perfect*.
4. *Past Continuous* меняется на *Past Perfect Continuous*.
5. *Past Perfect, Past Perfect Continuous* — не изменяются.
6. *Can* → *could*, *may* → *might*, *must* → *had to*, *should/would* не изменяются.

Внимание! Сдвиг времен не надо делать, если указана дата события.

1.1. Согласование времен: выберите правильную форму глагола.

1. The teacher asked who (is/was) present that day.
2. He realized that they (lost/had lost) their way.
3. She says she (will come/would come) in time.
4. He says he (has/had) a good camera now.
5. John said he (will leave/would leave) soon.
6. Ann said that she (is going/was going) to learn to drive.
7. He explained that he (stayed/ had stayed) at home the day before.
8. My friend says he (has just returned/ had just returned) from London.
9. He said that he (lived/had lived) in Moscow the year before.
10. I think the weather (will be/would be) fine next week.
11. He said he (was born/had been born) in 1955.
12. Bill asked if she (came/would come) the next day.
13. She said that she (can't/ couldn't) come to the party.
14. I knew that he (is/ was) a very clever man.
15. He said that they (were/had been) friends at school some years before.
16. I asked my sister what she (has bought/had bought) for my birthday.

17. He said he (is staying/was staying) at the “savoy” Hotel then.
18. I am sure you (must/had to) go to the meeting.
19. The teacher promised that the pupils (read/would read) the text the next day.
20. I don’t know whether he (will come/would come) or not.

2. СРАВНЕНИЕ ВСЕХ ВРЕМЕН АКТИВНОГО ЗАЛОГА

2.1. Употребите правильную форму глагола в скобках.

1. He (spend) last summer in the country.
2. What your brother (do) now?
3. He (not write) a composition by next Monday.
4. My sister (wash) the dishes every morning.
5. You (go) to the south next summer?
6. When I (ring) Mike up yesterday, he still (learn) a poem.
7. If you (not help) me, I (not do) this work by 5 o’clock tomorrow.
8. Yesterday he (go) for a walk only when he (do) his homework.
9. I (not go) to the cinema tomorrow, I (watch) TV the whole evening.
10. When I came to the station, the train already (leave).
11. We (not grow) tomatoes next summer.
12. You ever (be) to Piccadilly Circus?
13. What you (buy) at the shop yesterday?
14. If it (not rain) tomorrow, we (not stay) at home.
15. When he (come) tomorrow, I still (do) my homework.
16. Look! My friends (play) volleyball.
17. He (not read) this book since he was a pupil.
18. You (write) this letter by the time she (come) tomorrow?
19. “Mary usually (watch) TV in the evening?” “No, she _____.
20. What you (do) at 6 o’clock yesterday?

2.2. Употребите правильную форму глагола в скобках.

1. I (not play) chess tomorrow.
2. He ever (be) to London?
3. Where you (go) now?
4. We (travel) around Europe last year.
5. If he (not see) her tomorrow, he (leave) her a note.
6. She usually (read) in the evening.
7. What you (do) at 6 o’clock tomorrow?
8. Yesterday Dad (bring) me the book which I (leave) in the country.
9. What your brother (do) every day?
10. When he (arrive) tomorrow, I still (sleep).
11. Listen! Somebody (play) the piano in the next room.
12. Where you (go) last summer?
13. He (not meet) Peter since they were pupils.
14. How many pages you (read) by the time I (return) tomorrow?
15. When I left home, the rain already (stop).
16. What Nick (do) when you (ring) him up yesterday?
17. If he (not help) me, I (not write) a composition by next Monday.
18. I (not go) to the cinema yesterday, I (watch) TV the whole evening.
19. He (not do) his homework yet.
20. What you (buy) at the shop tomorrow?

2.3. Прочитайте текст и употребите правильную форму глагола в скобках.

A funny thing happened to me the other day. I (1)(be) in a hurry to get to work and I found that my car wasn't working. I (2)(have) to rush out of the house to catch the bus. While I (3)(walk) along the street, I (4)(notice) a woman of about my age on the opposite side of the road. I looked at her again and I (5)(realize) that we (6)(meet) before. She arrived at the bus stop a couple of seconds after me. "She must be catching the bus, too," I thought. We (7)(just miss) the previous bus and we had fifteen minutes to wait before the next one. I looked at the woman behind me again and I was sure that I (8)(know) her.

"Excuse me, have we met before? I'm sure that I (9)(recognize) you," I said. She looked a bit surprised, but she (10)(tell) me that her name was Angela Barker.

"You (11)(study) history at Liverpool University from 1985 to 1988!" I shouted.

"That's right!" she replied, "And you're Claire....?"

"Lewis. Well, my name was Lewis but I (12)(be) married now. What you (13)(do) nowadays?" I asked.

"Well, I (14)(work) in the Central Museum in town and I (15)(live) in this area, in George Street, for about three years," she replied.

"You're joking! I (16)(not believe) you. I live round the corner from there. We (17)(be) neighbours for three years and we (18)(never see) each other!" I said.

"I know, it's incredible!" she (19)(agree), "And I'm glad that you spoke to me because I wondered why you (20)(look) at me all the time!"

2.4. Употребите правильную форму глагола в скобках.

1. Ann, you (meet) John lately? — No, I (not see) him for a long time.
2. When he usually (get up)? — He (get) up at seven o'clock.
3. Hurry up, Jane! I (wait) for you for ages.
4. The students (not write) a test at 3 o'clock tomorrow, as the teacher will be busy then.
5. What you (do) now? — I (cook) dinner. — How long you (cook) it? — For about an hour.
6. He (wait) for his sister for two hours yesterday when at last she (come).
7. The teacher said that the pupils (read) the text the next day.
8. When I (come) home yesterday, my brother already (do) his homework and (play) chess.
9. I'm afraid that when the taxi (arrive) tomorrow, she still (pack) her suitcases.
10. He is a great artist. He (paint) since his childhood. He already (paint) lots of wonderful pictures.
11. Your friend already (wait) for you for two hours and said he (call) you later.
12. By the end of next month we (translate) ten articles.
13. You ever (spend) your holidays in Turkey? — Yes, I (be) there last year.
14. What he (do) next year? — After he (finish) school, he (enter) university.
15. Where you (spend) last Sunday? — I (spend) it in the country.
16. Mum, I (do) all my homework. May I go for a walk now?
17. When I enter university, I already (study) English for more than ten years.
18. What you (read) when I called you yesterday?
19. She won't go out until she (feel) better.
20. Before he took this decision, he (speak) to quite a few people.

2.5. Прочитайте текст и употребите правильную форму глагола в скобках.

Ask hundreds of people what they (1)(do) on a certain day in August next year, or the year after, and there (2)(be) only one reply. Provided of course that the people you ask belong to the Elvis Presley Fan Club. Although the King of Rock and Roll (3)(die) nearly two decades ago, his fans meet every year outside his home in Memphis to show respect for the singer.

Jane Thomas, for example, (4)(visit) his house twice in the past five years. “The first time I (5)(borrow) the money from my Mum,” says Jane, “as I (6)(not work) at that moment. But two years ago I (7)(get) married and since then I (8)(work) in my husband Chris’s garage. Chris and I (9)(go) together last year, and we (10)(think) of spending two or three months in the USA next year. I (11)(always/want) to visit some of the places where Elvis (12)(perform).” Jean says that Elvis (13)(be) her obsession ever since she (14)(be) ten years old, and she (15)(own) every single one of his records, good and bad.

3. СЛОВООБРАЗОВАНИЕ — ПРИЛАГАТЕЛЬНЫЕ

3.1. Образуйте прилагательные от следующих слов и разбейте их по категориям.

Attract, law, wood, rain, wonder, academy, pain, compete, gold, care, act, maid, allergy, hope, climate, wind, inform, end, wool, cloud, forget, athlete, fog, count, real, wax, addict, cheer, silk, intense, fear, linguist, snow.

Суффикс	-ful	-less	-ic	-ive	-y	-en
Прилагательные				<i>attractive</i>		

3.2. Заполните пропуски прилагательными, образованными от слов, напечатанных в конце строк заглавными буквами.

- | | |
|--|----------|
| 1. It’s always good to see your _____ smile. | OPTIMIST |
| 2. “The Beatles” were the most _____ group of the 70s. | SUCCESS |
| 3. This dress is rather _____. I won’t buy it. | EXPENSE |
| 4. The country needs time for an _____ recovery. | ECONOMY |
| 5. His life was absolutely _____ without his wife. | AIM |
| 6. I am _____ with you. Why are you so late? | ANGER |
| 7. All the furniture in the house was _____. | WOOD |
| 8. The soup is absolutely _____. Pass me the salt, please. | TASTE |
| 9. This _____ hat can be customized to match any wardrobe. | BEAUTY |
| 10. The course will help you to learn some _____ skills. | BASE |

3.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Nowadays lots of people suffer from different allergies. However, an allergy is not a disease. Even a (1)_____ person can suffer from it. An allergy is a disorder of the immune system. (2)_____ reactions occur when a person’s immune system reacts to normally (3)_____ substances in the environment. These reactions are (4)_____ because of (5)_____ activation of certain blood cells. This reaction results in an inflammatory response which can range from uncomfortable to (6)_____. Recent studies have proved the (7)_____ origin of most kinds of allergy.

HEALTH
ALLERGY
HARN
DISTINCT, EXCESS
PAIN, GENE

3.4. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Yellow flower is the symbol of optimism, happiness and joy, associated with pleasant sunshine and warm atmosphere.

(1) _____ floral decorations that include flowers in yellow colour shades are associated with freedom and energy. Yellow roses and tulips make (2) _____ flower arrangements. They add warm accents to table decorations, creating (3) _____ combinations with other decorating colours. (4) _____ accents are often associated with gold, and pleasant (5) _____ tones make people feel happy and (6) _____. Artificial, fresh or dried flower arrangements and decorations with flowers in yellow colours are loved in every country. The possibilities are (7) _____: you can do something simple or something extravagant.

CHEER

WONDER

ATTRACT

SUN

GOLD

ENTHUSIAST

END

4. РАЗВИТИЕ НАВЫКА АУДИРОВАНИЯ

4.1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А—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. Monarchy has no real advantage at all.
2. The monarchy more than pays for itself.
3. Stability is one of the biggest advantages of monarchy.
4. What the world requires today is monarchy.
5. Monarchy is an expensive anachronism.
6. Monarchy may be the worst form of government!
7. The monarchy gives people a sense of history and heritage.

Говорящий	A	B	C	D	E	F
Утверждение						

4.2. Вы услышите разговор друзей. Определите, какие из приведённых утверждений 1—7 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). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

1. Ben has already worked at a children's summer camp.
 - 1) True
 - 2) False
 - 3) Not stated
2. Ben is self-assured, outgoing and extremely sociable.
 - 1) True
 - 2) False
 - 3) Not stated
3. Ben is good at entertaining children.
 - 1) True
 - 2) False
 - 3) Not stated
4. Ben is a mature person.
 - 1) True
 - 2) False
 - 3) Not stated
5. Ben is best suited to early morning tasks.
 - 1) True
 - 2) False
 - 3) Not stated
6. Ben shows great initiative and responds well to a challenge
 - 1) True
 - 2) False
 - 3) Not stated
7. Ben is a bit of a trouble-maker.
 - 1) True
 - 2) False
 - 3) Not stated

4.3. Вы услышите интервью с ученым. В заданиях 1—7 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

1. What is the International Polar Year?
 - 1) It lasts for about a year.
 - 2) It is a programme of scientific research.
 - 3) It happens every 50 years.
2. Why do scientists study the Arctic?
 - 1) It is a very clean region.
 - 2) It is a rather polluted region.
 - 3) This region is getting polluted nowadays.
3. Why do not scientists use satellites to get necessary data?
 - 1) The satellites can't carry out detailed observations.
 - 2) They only provide a long-term view of things.
 - 3) They don't measure things.
4. Why are scientists going to look at the Arctic haze?
 - 1) They are worried about an unprecedented loss of Arctic ice.
 - 2) They want to study components that come from pollution.
 - 3) They are interested in atmospheric contribution to climate change.
5. Why is ozone so important for studying climate change?
 - 1) It is emitted by pollution.
 - 2) It is created by the chemistry of pollutants.
 - 3) It is the most recognizable greenhouse gas.
6. What makes the ARCTAS mission really important?
 - 1) The interest why the snow and ice are melting.
 - 2) The fact that the black carbon hastens the melt season.
 - 3) The necessity to study the black carbon.
7. What is Doctor Dibb's field of study?
 - 1) He studies how the air comes to Greenland.
 - 2) He carries out ice core analyses.
 - 3) He examines snow and air samples.

ПРОВЕРЬ СЕБЯ

1.1. 1. was; 2. had lost; 3. will come; 4. has; 5. would leave; 6. was going; 7. had stayed; 8. has just returned; 9. had lived; 10. will be; 11. was born; 12. would come; 13. couldn't; 14. was; 15. had been; 16. had bought; 17. was staying; 18. must; 19. would read; 20. will come

2.1. 1. spent; 2. is your brother doing; 3. won't have written; 4. washes; 5. Will you go; 6. rang, was still learning; 7. don't help, won't have done; 8. went, had done; 9. won't go, will be watching; 10. had already left; 11. won't grow; 12. Have you ever been; 13. did you buy; 14. doesn't rain, we won't stay; 15. comes, will be still doing; 16. are playing; 17. hasn't read; 18. Will you have written, comes; 19. Does Mary usually watch, doesn't; 20. were you doing

2.2. 1. won't play; 2. Has he ever been; 3. are you going; 4. travelled; 5. doesn't see, will leave; 6. reads; 7. will you be doing; 8. brought, had left; 9. does your brother do; 10. arrives, will be still sleeping; 11. is playing; 12. did you go; 13. hasn't met; 14. will you have

read, return; 15. had already stopped; 16. was Nick doing, rang; 17. doesn't help, won't have written; 18. I didn't go, was watching; 19. hasn't done; 20. will you buy/are you going to buy

2.3. 1. was; 2. had; 3. was walking; 4. noticed; 5. realized; 6. had met; 7. had just missed; 8. knew; 9. recognize/have recognized; 10. told; 11. studied; 12. am; 13. are you doing; 14. work; 15. have lived; 16. don't believe; 17. have been; 18. have never seen; 19. agreed; 20. were looking

2.4. 1. have you met, haven't seen; 2. When does he usually get up, gets; 3. have been waiting; 4. won't be writing; 5. What are you doing, am cooking, How long have you been cooking; 6. had been waiting, came; 7. would read; 8. came, had already done, was playing; 9. arrives, will be still packing; 10. has been painting, has already painted; 11. had been waiting, would call; 12. will have translated; 13. Have you ever spent, was; 14. What will he do /What is he going to do , finishes, will enter/is going to enter; 15. When did you spend, spent; 16. have done; 17. will have already been studying; 18. What were you reading; 19. feels; 20. had spoken

2.5. 1. will be doing; 2. will be; 3. died; 4. has visited; 5. borrowed; 6. was not working; 7. got; 8. have been working; 9. went; 10. are thinking; 11. have always wanted; 12. performed; 13. has been; 14. was; 15. owns

3.1. *-ful* — lawful, wonderful, painful, careful, hopeful, forgetful, cheerful

-less — painless, careless, hopeless, endless, countless, fearless,

-ic — academic, allergic, climatic, athletic, realistic, linguistic

-ive — attractive, competitive, active, informative, addictive, intensive

-y — rainy, windy, cloudy, foggy, snowy

-en — wooden, golden, maiden, woollen (Br. English)/woolen (Am. English) waxen, silken

3.2. 1. optimistic; 2. successful; 3. expensive; 4. economic; 5. aimless ; 6. angry; 7. wooden; 8. tasteless; 9. beautiful; 10. basic

3.3. 1. healthy; 2. Allergic; 3. harmless; 4. distinctive; 5. excessive; 6. painful; 7. genetic

3.4. 1. Cheerful; 2. wonderful; 3. attractive; 4. sunny; 5. golden; 6. enthusiastic; 7. endless

4.1. 642731

4.2. 3112211

4.3. 2313233

В этом уроке вы:

- сравните различные типы условных предложений, а также вспомните конструкцию *I wish/If only*;
- повторите фразовые глаголы *bring, grow, come, fall, give, work*;
- разовьете комплексные лексико-грамматические навыки.

1. ТИПЫ УСЛОВНЫХ ПРЕДЛОЖЕНИЙ

Тип	Употребление	Придаточное предложение	Главное предложение
		S — подлежащее	
Нулевой тип	общеизвестные истины	If + S + Present Simple	S + Present Simple If you heat ice, it melts.
Первый тип	реальные условия и ситуации в будущем	If + S + Present Simple	S + will/can/may + V If the weather is nice, I will go for a walk.
Второй тип	нереальные условия и ситуации в настоящем	If + S + Past Simple	S + would/could/ might + V If the weather was/were nice today, I would go for a walk.
Третий тип	нереальные условия и ситуации в прошлом	If + S + Past Perfect	S + would/could/ might + have + V ₃ If the weather had been nice yesterday, I would have gone for a walk.

Примечание:

1) помимо союза *if*, в условных предложениях могут использоваться следующие союзы: *only if* (только если), *even if* (даже если), *unless* (если не), *as long as/provided/providing* (только если/при условии), *in case* (в случае, если), *on condition that* (при условии, что), *but for* (если бы не), *suppose/supposing* (предположим, что);

2) в сослагательном наклонении форма *were* может употребляться со всеми местоимениями:

If I were you, I would apologize.

1.1. Первый или второй тип условных предложений? Употребите правильную форму глагола в скобках.

1. If he (run), he'll get there in time.
2. They would be rather offended if I (not go) to see them.
3. If you took more exercise, you (feel) better.
4. If it (stop) snowing, we can go out.
5. If I was offered the job, I think I (take) it.
6. I'm sure Ann will lend you the money. I'd be very surprised if she (refuse).

7. If you (not go) away, I'll send for the police.
8. If I sold my car, I (not get) much money for it.
9. The police (arrest) him if they catch him.
10. We (not have) any money if we didn't work.
11. Tell Mary to ring me up if you (see) her.
12. What would happen if I (not come)?
13. If he (like) the house, will he buy it?
14. Carol gave me this ring. She (be) very upset if I lost it.
15. Our friends are expecting us. They will be disappointed if we (not come).
16. What will happen if my parachute (not open)?
17. I'm sure Jane (understand) if you explained the situation to her.
18. What you (do) if you lost your passport?
19. If we (tell) them the truth, they wouldn't believe us.
20. If I lend you \$1000, when you (repay) me?

1.2. Первый или второй тип условных предложений? Используйте правильную форму глагола в скобках.

1. If it (rain) this weekend, we (not be able) to go to the country.
2. Give me Ann's letter. If I (see) her, I (give) it to her.
3. I have to work hard, so I'm very busy. But if I (have) free time, I (go) in for swimming.
4. If I (be) taller, I (can) play basketball. But I'm too short.
5. Please stop talking! If you (not start) your meal now, it (go) cold.
6. If you (have) any problems, let me know and I (help) you.
7. You're a wonderful cook! If I (can) cook as well as you, I (open) a restaurant.
8. We must hurry! If he (be) late, we (go) without him.
9. He (have) a day off tomorrow if he (work) hard today?
10. That coat looks awful! I (not buy) it if I (be) you.
11. I think there are too many cars. If there (not be) so many cars, there (not be) so much pollution.
12. It's a pity I'm not rich. If I (be) rich, I (buy) a yacht.
13. I'm going out now. If anybody (phone) while I (be) out, can you take a message?
14. This soup isn't very good. It (taste) better if it (not be) so salty.
15. "What shall we do tomorrow?" "Well, if it (be) a nice day, we (not stay) at home."
16. Liz is tired all the time. If she (not go) to bed so late, she (not be) tired.
17. You were rude to Mike. If I (be) you, I (apologize).
18. We're lost. If we (have) the map with us, we (know) where we are.
19. If I still (feel) sick, I (not go) on holiday next weekend.
20. I don't get any help at work. My job (be) easier if I (have) a secretary.

1.3. Второй или третий тип условных предложений? Используйте правильную форму глагола в скобках.

1. If you (not be) busy, we could go for a walk.
2. If I (have) enough money, I would have taken a taxi.
3. If I were you, I (buy) a new suit.
4. If I (be) interested in the film, I would have gone to the cinema.
5. If we (not take) the wrong turning, we wouldn't have arrived late.
6. If he had more time, he (take) up tennis.
7. You could have come first if you (run) faster.
8. If she (not have) a car, we would have to go by bus.
9. What (do) if you lost your job?
10. If I (not feel) tired, I would have gone to bed later.
11. If Bruce had asked me, I (say) 'yes'.

12. If I (not take) an umbrella, I would have got wet.
13. If he knew that it was dangerous, he (not come).
14. If someone (give) you a helicopter, what would you do with it?
15. They (not miss) the plane if they hadn't woken up late.
16. If you (ask), I could have told you the answer.
17. I could help you with the text if I (know) Greek.
18. If only he had asked, I (help) him.
19. If I (invite) to my friend's party, I would never dress casually.
20. If she (pass) her driving test, she would have bought a car.

1.4. Второй или третий тип условных предложений? Используйте правильную форму глагола в скобках.

1. We can't afford to go on holiday. If we (have) more money, we (go) skiing.
2. I didn't know you were in hospital. If I (know), I (visit) you.
3. Ken got to the station in time to catch his train. If he (miss) it, he (be) late for his interview.
4. Tom doesn't know Spanish at all. If he (know), he (help) us to translate this article.
5. It's good that you reminded me about Ann's birthday. I (forget) if you (not remind) me.
6. If I (have) your address when I was in New York, I (send) you a postcard.
7. If I (know) the results of exam now, I (phone) her immediately.
8. "How was your holiday?" "It was OK, but I (enjoy) it more if the weather (be) better."
9. I took a taxi but the traffic was very bad. It (be) quicker if I (walk).
10. I'm not tired. If I (be) tired, I (go) home now.
11. I wasn't hungry. If I (be) hungry, I (eat) something.
12. I'm glad we had a map. I'm sure we (get) lost if we (not have) one.
13. We decided not to move. We (lose) a lot of money if we (sell) our house.
14. If you (be) a bird, you (can) fly.
15. If she (ask) Torn yesterday, he certainly (tell) her all about it.
16. He wasn't ill last week. If he (be) ill, he (not play) football.
17. I don't want to get up so early. If it (be) Sunday today, I (not have) to get up.
18. I'm glad we had a mobile phone. If we (not contact) the police, they (not catch) the criminals.
19. You should stop smoking! You (not feel) so bad if you (not smoke) too much.
20. You didn't ring me up yesterday. If you (ring) me up, I (tell) you everything.

1.5. Все типы условных предложений. Используйте правильную форму глагола в скобках.

1. If I (not borrow) the money, I wouldn't have been able to buy the bike.
2. If he (not catch) the bus, he would have been late for work.
3. If she had known you needed the eggs for the cake, she (not use) them all.
4. She (win) the match if she hadn't hurt her ankle.
5. If you (not put up) this shelf, you won't have anywhere to put your books.
6. If she (change) her job, she would be a lot happier.
7. If I were you, I (tell) her how you feel.
8. If you continue to shout so loudly, you (wake up) the baby.
9. Even if she (ask) him, he wouldn't have agreed to come.
10. Unless you (feel) better, you can go home.
11. If they (not threaten) her, she wouldn't have left.
12. I (not trust) her if I were you.
13. If you're patient for a few minutes, I (be able) to finish this.
14. If he goes on making so much noise, I (punish) him.

15. If we (intend) to spend the day in Paris, we would have bought a day pass.
16. Keep your voice down in case she (overhear) us.
17. He would get this job if he (be) more experienced.
18. If the food (not be) so bad, they wouldn't have complained.
19. Sales will increase provided that the advertising campaign (be) successful.
20. If she (spend) less on clothes, you would be able to save some money.

2. КОНСТРУКЦИЯ I WISH/IF ONLY

I wish /If only + S + S — подлежащее	Past Simple	сожаление о ситуации в настоящем времени, которую мы хотели бы изменить
	could + V	сожаление о невозможности сделать что-либо сейчас или в будущем
	Past Perfect	сожаление о ситуации в прошлом
	would + V	нереальное желание изменить ситуацию в будущем, часто с оттенком недовольства, критики

2.1. Сослагательное наклонение после *I wish*. Употребите правильную форму глагола в скобках.

1. The weather was cold while we were away. I wish it (be) warmer.
2. I am not very tall. I wish I (be) taller so that I could be in the basketball team.
3. I wish you (stop) watching television while I am talking to you.
4. It was a terrible film. I wish we (not go) to see it.
5. I wish Ann (be) here now. She'd be able to help us.
6. Yesterday I got very wet in the rain. I wish I (have) an umbrella.
7. I wish we (go) to the match next Saturday but we're visiting my uncle instead.
8. I wish you (keep) your mouth shut yesterday. Now Mary knows everything.
9. It's freezing today. I wish it (not be) so cold. I hate cold weather.
10. I feel sick. I wish I (not eat) so much cake yesterday.
11. I'm fed up with this rain. I wish it (stop) raining.
12. What I said was stupid. I wish (not say) anything.
13. It's very crowded here. I wish there (not be) so many people.
14. I was late yesterday. I wish I (take) a taxi.
15. I wish it (be) summer now.

2.2. Употребите правильную форму глагола в скобках.

1. I wish I (see) this film, but I couldn't go to the cinema.
2. If I (live) in Moscow, I would go to the Kremlin every Sunday.
3. We (go) skiing tomorrow if the weather (not to change) for the worse.
4. If they had bought tickets beforehand, they (miss) the performance.
5. If my friend didn't work so much, we (meet) everyday.
6. You don't know Russian literature at all! I wish you (read) more in the future.
7. If I (be) you, I would start learning English.
8. If it (rain), we'll have to stay at home.
9. I wish it (not be) winter now.
10. If you don't eat fruit and vegetables, you (not be) healthy.
11. You would have understood this rule if you (not miss) the lesson.
12. If I (meet) you yesterday, I (tell) you about the meeting.
13. I wish I (not go) on a school trip. It was so boring!
14. If she (be) talented, she would be a great artist.
15. If he (work) harder, he would have got better marks at school.

16. If my sister (be) free, she'll meet you at the railway station.
17. If she (not be) so lazy, she would study much better.
18. I wish I (live) in London now.
19. If he (call) me, I'll invite him to my birthday party.
20. If you had taken the map of the city, we (not get) lost.

2.3. Прочитайте текст и употребите правильную форму глагола в скобках.

All the Difference

I often wonder how my life (1)(change) if on that particular day I (2)(go) in the other direction. Or what (3)(happen) if — in those seconds — I (4)(walk) a little bit further? She (5)(not be) able to do what she did, say things she said. If it (6)(not be) for these shy words of greeting, I (7)(not be) here now. I probably (8)(live) in the same city I grew up in. It is amazing how our lives depend on the most minute details: a split-second decision which makes all the difference. I (9)(ever find) romance at all if I (10)(not meet) Julia that day and if she (11)(not decide) to visit the Tate Gallery? I possibly (12)(not do) what I did in my life if we (13)(not meet) enjoying the same painting by William Turner. And if we (14)(not be) together now, I (15)(not be) the happiest man in the world.

3. ФРАЗОВЫЕ ГЛАГОЛЫ

Фразовые глаголы bring и grow

3.1. Вставьте слова из рамки в предложения и переведите их на русский язык.

back	into	on (x2)	out of	together	up (x2)
------	------	---------	--------	----------	---------

1. A little friendly competition is a good way to bring the family _____.
2. Alex never saw his father while he was growing _____.
3. Do these photographs bring _____ any memories?
4. I don't know what's brought this _____ — he's usually so friendly.
5. I've grown _____ my old clothes.
6. Jane has grown _____ a beautiful woman.
7. John's parents died when he was young and he was brought _____ by his aunt.
8. The new house slowly began to grow _____ her.

Фразовые глаголы come и fall

3.2. Вставьте слова из рамки в предложения и переведите их на русский язык.

across	behind	between	for	from	in	out	up
--------	--------	---------	-----	------	----	-----	----

1. She was twenty when she first fell _____ love.
2. Mark has come _____ with a new idea for our product.
3. My sister is falling _____ with her school work.
4. Luca comes _____ Italy.
5. If your friend comes _____ you and your girlfriend, you'll feel betrayed.
6. He fell _____ Jane when they were together at a music camp.
7. I had fallen _____ with my parents.
8. Have you ever come _____ such a horrible person in all your life?

Фразовые глаголы give и work

3.3. Вставьте слова из рамки в предложения и переведите их на русский язык.

at	away	back	in	off	out	up (x2)
----	------	------	----	-----	-----	---------

1. Paul works _____ at a local gym two or three times a week.
2. His parents finally persuaded him to give _____ boxing.
3. We worked _____ a real appetite climbing in the mountains.
4. They gave _____ two goals in the first half.
5. She usually works _____ her extra energy by going for a run.
6. Has she given you your tennis racket _____ yet?
7. The champion refused to give _____ and went on to win the set.
8. If she worked _____ improving her game, she could be a champion.

4. КОМПЛЕКСНЫЕ ЛЕКСИКО-ГРАММАТИЧЕСКИЕ НАВЫКИ

4.1. Прочитайте текст и преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

The Bald Eagle

In 1782, soon after the United States won its independence, the bald eagle (1)_____ as the national bird of the new country. American leaders wanted the eagle to be a symbol of their country because it is one of the strongest birds.

Today the bald eagle almost (2)_____ from the country.

In 1972 there (3)_____ only 3,000 bald eagles in the entire United States.

The reason for the bird's (4)_____ population was pollution of rivers by pesticides.

Pesticides poison the fish. Eagles eat these fish and then the eggs eagles lay have very thin shells and (5)_____.

Today, the American government and the American people (6)_____ to protect the bald eagle.

We are sure that the American national bird (7)_____ a symbol of strength and courage for many years to come.

CHOOSE

DISAPPEAR
BE

DECREASE

NOT HATCH

TRY
REMAIN

4.2. Прочитайте текст и преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Music in Schools

Primary schools in London are trying out an ambitious plan through which young children get an introduction to serious music. The idea comes from a group of famous musicians who are concerned about the (1)_____ of certain types of classical music.

SURVIVE

They see the plan as one possible (2)_____ to the problem of declining audiences at classical concerts. **SOLVE**

Their (3)_____ is that an interest in classical music should be developed in early childhood. **ARGUE**

They reject the idea that children are (4)_____ in serious music or necessarily find it boring. **INTEREST**

The group goes into a school and gives a live (5)_____ of a short classical piece and then this is followed by an explanation of how the instruments work. **PERFORM**

These sessions have proved so (6)_____ that they have now become a regular feature in some schools. **SUCCESS**

4.3. Прочитайте текст с пропусками, обозначенными номерами 1—7. Эти номера соответствуют заданиям 1—7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

The Guest

“The landscape seen from our windows is certainly charming,” said Annabel; “those cherry orchards and green meadows, and the river winding along the valley. However, nothing ever happens here. Rather dreadful, isn’t it?”

“On the (1)_____,” said Matilda, “I find it soothing and restful; but then, you see, I’ve lived in countries where things do happen, especially when you’re not ready for them happening all at once.”

“That, of course, makes a (2)_____,” said Annabel.

“I’ll never forget,” said Matilda, “the occasion when the Bishop of Bequar (3)_____ us an unexpected visit.”

“I thought that out there you were always prepared for emergency guests turning (4)_____,” said Annabel.

“I was quite prepared for half a dozen Bishops,” said Matilda, “but it was rather disconcerting to find out that this particular one was a distant cousin of mine, belonging to a branch of the family that had quarrelled bitterly and offensively with our branch about a Crown Derby dessert service. To make (5)_____ worse, my husband was away, talking sense to a village community that fancied one of their leading men was a were-tiger.”

“A what tiger?”

“A were-tiger; you’ve heard of were-wolves, haven’t you, a mixture of wolf and human being and demon? Well, in those parts they have were-tigers, or think they have, and I must say that in this case they had every ground for thinking so. However, as we gave (6)_____ witchcraft prosecutions about three hundred years ago, we don’t like to have other people keeping on our discarded practices.”

“I hope you weren’t unkind to the Bishop,” said Annabel.

“Well, of course he was my guest, so I had to be outwardly polite to him, but he was tactless enough to rake up the incidents of the old quarrel, and from that moment we were scarcely on speaking (7)_____ .

- | | | | |
|------------------|------------------|--------------|---------------|
| 1. 1) contrast | 2) contrary | 3) inside | 4) opposite |
| 2. 1) statement | 2) splash | 3) move | 4) difference |
| 3. 1) paid | 2) sent | 3) made | 4) gave |
| 4. 1) to | 2) over | 3) up | 4) in |
| 5. 1) issues | 2) matters | 3) problems | 4) situation |
| 6. 1) in | 2) up | 3) away | 4) out |
| 7. 1) conditions | 2) relationships | 3) relations | 4) terms |

ПРОВЕРЬ СЕБЯ

1.1. 1. runs; 2. didn't go; 3. would feel; 4. stops; 5. would take; 6. refused; 7. don't go; 8. wouldn't get; 9. will arrest; 10. wouldn't have; 11. see; 12. didn't come; 13. likes; 14. would be; 15. don't come; 16. doesn't open; 17. would understand; 18. would you do; 19. told; 20. will you repay

1.2. 1. rains, won't be able; 2. see her, I'll give; 3. had, would go; 4. were/was, could; 5. don't start, will go; 6. have, I'll help; 7. could, would open; 8. is, we'll go; 9. Will he have, works; 10. wouldn't buy, were; 11. weren't, wouldn't be; 12. were/was, would buy; 13. phones, am; 14. would taste, weren't/wasn't; 15. is, won't stay; 16. didn't go, wouldn't be; 17. were, would apologize; 18. had, would know; 19. feel, won't go; 20. would be, had

1.3. 1. weren't; 2. had had; 3. would buy; 4. had been; 5. hadn't taken; 6. would take; 7. had run; 8. didn't have; 9. would you do; 10. hadn't felt; 11. would have said; 12. hadn't taken; 13. wouldn't come; 14. gave; 15. wouldn't have missed; 16. had asked; 17. knew; 18. would have helped; 19. were/was invited; 20. had passed

1.4. 1. had, would go; 2. had known, would have visited; 3. had missed, would have been; 4. knew, would help; 5. would have forgotten, had not reminded; 6. had had, would have sent; 7. knew, would phone; 8. would have enjoyed, had been; 9. would have been, had walked; 10. were/was tired, would go; 11. had been, would have eaten; 12. would have got, hadn't had; 13. would have lost, had sold; 14. were, could fly; 15. had asked would certainly have told; 16. had been ill, wouldn't have played; 17. were/was, wouldn't have; 18. hadn't contacted, wouldn't have caught; 19. wouldn't feel, didn't smoke; 20. had rung, would have told

1.5. 1. hadn't borrowed; 2. hadn't caught; 3. wouldn't have used; 4. would have won; 5. don't put up; 6. changed; 7. would tell; 8. will wake up; 9. had asked; 10. feel; 11. hadn't threatened; 12. wouldn't trust; 13. will be able; 14. will punish; 15. had intended; 16. overhears; 17. were/ was; 18. hadn't been; 19. is; 20. spent

2.1. 1. had been; 2. were/was; 3. would stop; 4. hadn't gone; 5. were/was; 6. had had; 7. could go; 8. had kept; 9. weren't/wasn't; 10. hadn't eaten; 11. stopped/could stop; 12. hadn't said; 13. weren't; 14. had taken; 15. were/was

2.2. 1. had seen; 2. lived; 3. will/shall go, doesn't change; 4. would have missed; 5. would meet; 6. would read; 7. were; 8. rains; 9. were/was not; 10. won't be; 11. had not missed; 12. had met, would have told; 13. hadn't gone; 14. were/was; 15. had worked; 16. is; 17. were/was not; 18. lived; 19. calls; 20. would not have got

2.3. 1. would have changed; 2. had gone; 3. would have happened ; 4. had walked; 5. wouldn't have been; 6. had not been; 7. would not be; 8. would probably live; 9. Would I have ever found; 10. hadn't met; 11. hadn't decided; 12. would/could not have done; 13. hadn't met; 14. were not; 15. would not be

3.1. 1. together; 2. up; 3. back; 4. on; 5. out of; 6. into; 7. up; 8. on

3.2. 1. in; 2. up; 3. behind; 4. from; 5. between; 6. for; 7. out; 8. across

3.3. 1. out; 2. up; 3. up; 4. away; 5. off; 6. back; 7. in; 8. at

4.1. 1. was chosen; 2. has disappeared; 3. were; 4. decreasing; 5. do not hatch; 6. are trying; 7. will remain

4.2. 1. survival; 2. solution; 3. argument; 4. uninterested; 5. performance; 6. successful

4.3. 2413224

В этом уроке вы:

- научитесь употреблять пассивный залог и сравните его с активным залогом;
- разовьете навыки образования слов с помощью префиксов *un, in, im, re, dis, mis*;
- напишете письмо другу и сочинение по предложенной проблеме.

1. ПАССИВНЫЙ ЗАЛОГ

Активный залог употребляется, когда подлежащее само производит действие.

Пример: Он написал это письмо вчера. (Past Simple — активный залог).

He wrote this letter yesterday.

Пассивный залог употребляется, когда действие производится над подлежащим.

Пример: Это письмо было написано вчера. (Past Simple — пассивный залог).

This letter was written yesterday.

Пассивный залог употребляется, когда нам неизвестно или неважно, кто произвел действие. Главное — результат действия.

Пассивный залог образуется: **to be + V₃**

Времена пассивного залога

Tense	Present	Past	Future
Simple	<i>am/is/are + V₃</i>	<i>was/were + V₃</i>	<i>will+be+V₃</i>
Continuous	<i>am/is/are+being+V₃</i>	<i>was/were+being+V₃</i>	<i>will+be+V₃</i>
Perfect	<i>have/has+been+V₃</i>	<i>had+been+V₃</i>	<i>will+have+been+V₃</i>

При образовании вопроса *первый глагол* помощник ставится *перед подлежащим*.
При образовании отрицания *not* ставится *после первого глагола помощника*.

Активный и пассивный залог после модальных глаголов и их эквивалентов

Активный залог	Пассивный залог
can/could may/might must have to be to should/ought to + V	can/could may/might must have to be to should/ought to + be + V₃

1.1. Употребите правильную форму глагола в скобках.

1. You (take) around the city tomorrow.
2. Melons (grow) in the South of France.
3. The ship-building industry (reduce) since 1970.
4. He (impress) by the story at our last meeting.
5. This text must (translate) tomorrow.
6. In 1980 the Olympic Games (hold) in Moscow.
7. Wait a little! Your room (not clean) yet.
8. Mercedes cars (made) in Germany.
9. The furniture should (dust) every week.
10. The streets (decorate) at the moment.
11. The translation (do) in time. Everyone was glad.
12. We (excite) by her acting at her last concert.
13. More raw materials (import) in the future.
14. Your health can (improve) with more exercise.
15. The books have to (return) to the library.
16. The letters (send) this week.
17. Today a lot of electronic goods (produce) in Asia.
18. The examination (hold) next Friday.
19. Coal (mine) in Wales for centuries.
20. Where's the radio? It (repair)?

1.2. Употребите правильную форму глагола в скобках.

1. When the telephone (invent)?
2. I can't give you these articles. They (translate) now.
3. The letter (not write) tomorrow.
4. English (speak) all over the world.
5. She showed me the picture that (paint) by her husband.
6. My dress is clean now. It (wash).
7. All the questions on the paper must (answer).
8. These houses (build) in the 16th century.
9. Tomorrow by 3 o'clock everything (prepare).
10. Rugby (play) since 1845.
11. My house (paint) the whole day yesterday.
12. Flowers usually (sell) in the streets.
13. This film (discuss) at the next lesson.
14. Your essay (write) yet?
15. I couldn't use my hotel room because it (not clean) yet.
16. It was very dark. Nothing could (see).
17. What usually (make) from milk?
18. I'm sure that the invitation (receive) by next Sunday.
19. Wait a little! Your question (discuss) now.
20. The UK (wash) by the Atlantic Ocean and the North Sea.

1.3. Употребите правильную форму глагола в скобках.

1. When the first restaurant (open) on the Moon?
2. Easter (celebrate) in spring.
3. The room (clean) yet? Can I use it?
4. When you return from your journey, this novel already (publish).
5. Where are the skis? They (repair) now?
6. The results (announce) tomorrow morning.
7. All the work (do) by 6 o'clock yesterday.
8. The plants should (water) every week.
9. What kinds of medicines usually (make) from plants?

10. Coca-Cola (produce) since 1895.
11. When the first car (construct)?
12. When I came home, the text already (translate).
13. A new school (build) in our district now.
14. Your shirt is dirty. It must (clean).
15. The statue broke while it (move) to another room.
16. These books (buy) two days ago.
17. Don't worry! Your keys (find).
18. Newspapers usually (deliver) in the morning.
19. When I came, the film still (discuss).
20. I think the report (not write) by next Monday.

1.4. Прочитайте сообщение о происшествии и употребите правильную пассивную форму глагола в скобках.

Policeman Shot Dead in Training

A police officer has died after suffering a gunshot wound to the chest in a training exercise in Manchester. The male officer died in hospital after the incident, which took place in Thorp Road, about a mile from the city centre, at about 11.35. The officer (1)(take) to North Manchester General Hospital, where he (2)(pronounce) dead later.

Police sealed off entrances to the site but forensic officers could (3)(see) in the yard outside the warehouse, which (4)(cordon) off with yellow tape. An ambulance was also on site. It was not immediately clear whether the officer (5)(shoot) accidentally by one of his own colleagues. A Greater Manchester Police spokesman said the training exercise (6)(hold) in "reasonably routine" way.

The Independent Police Complaints Commission (7)(notify) about the fatal shooting and three investigators (8)(send) to the scene to carry out an initial assessment. The area where the incident happened is the site of a disused former electronics factory, which (9)(know) locally as the Sharp Building. The factory (10)(surround) by other industrial units and wasteland.

2. СРАВНЕНИЕ АКТИВНОГО И ПАССИВНОГО ЗАЛОГОВ

2.1. Пассивный или активный залог? Выберите правильную форму глагола в скобках.

1. The book (wrote/was written) by Hardy.
2. Four people (have killed/have been killed) in a train crash.
3. A famous architect (was built/built) the bridge in the last century.
4. The house (bought/was bought) by a pop-star.
5. Local police (have been arrested/have arrested) the bank robber.
6. I(arrived/was arrived) last Friday.
7. The room (will clean/will be cleaned) later.
8. "Did you go to the party?" "No, I (didn't invite/ wasn't invited)."
9. It's a big company. It (is employed/employs) two hundred people.
10. Tom (has lost/has been lost) his key.
11. Many accidents (caused/are caused) by dangerous driving.
12. A cinema is a place where films (show/are shown).
13. People (aren't used/don't use) this road very often.
14. This house (built/was built) in 1930.
15. This situation is serious. Something must (do/be done) before it's too late.

16. My car (has disappeared/has been disappeared).
17. Have you heard the news? The President (has shot/ has been shot).
18. A new supermarket (will be built/will built) next year.
19. (*in a shop*) "Can I help you, madam?" "No, thank you. I (am serving/am being served) now."
20. When I came to the party, John (had already been gone/had already gone) home.

2.2. Пассивный или активный залог? Употребите правильную форму глагола в скобках.

1. How she usually (get) to school?
2. When we came, the dinner still (cook).
3. I was very tired because I (run) for an hour.
4. Jane ever (hear) this story?
5. When summer (come), we'll go to the seaside.
6. Please wait! Your question (discuss) now.
7. She (paint) the door by the time we come back?
8. The book (publish) next month.
9. How long you (have) this book?
10. The cooking usually (do) by my mother.
11. When he (get) this letter? — A week ago.
12. If she (not come), we won't be able to finish the work.
13. They (work) the whole evening tomorrow.
14. This novel (write) last year?
15. Tom (write) this report for two days.
16. What novel she (write) now?
17. What you (do) when I called you?
18. The clock (repair) by next Monday.
19. When the manager came, we (not write) all the letters yet.
20. Your bag (find) yet?

2.3. Пассивный или активный залог? Употребите правильную форму глагола в скобках.

1. The computer (use) at the moment.
2. Your house looks different. You (paint) it?
3. Water (cover) most of the Earth's surface.
4. Most of the Earth's surface (cover) by water.
5. When we got to the stadium, we found that the game (cancel). So we couldn't see the match.
6. The park gates (lock) at 6.30 p.m. every evening.
7. The letter (post) a week ago and it (arrive) yesterday.
8. Ann couldn't use her office yesterday. It (redecorate) the whole day.
9. At 10 o'clock tomorrow, Ann will be in her office. She (work) then.
10. Ron's parents (die) when he was very young. He and his sister (bring up) by their grandparents.
11. While I was on holiday, my camera (steal) from my hotel room.
12. Look! A new hospital (build) near the airport.
13. Where these photographs (take)? In London? You (take) them?
14. Two people (arrest) last night.
15. The computer broke down yesterday, but now it's OK. It (work) again. It (repair).
16. The man next door (disappear) six month ago. Nobody (see) him since then.
17. The room looked nice. It (clean).
18. There's somebody walking behind us. I think we (follow).
19. A mystery is something that can't (explain).
20. I'm sure that by the time we come to the theatre, all the tickets already (sell).

2.4. Пассивный или активный залог? Прочитайте текст радиопередачи о системе социального благополучия в Америке и употребите правильную форму глагола в скобках.

The Public Welfare System in America

Hello and welcome to US Radio Online! Our today's programme is devoted to public welfare system. We can say that the majority of Americans — about 85 percent — are neither wealthy nor poor. They (1)(belong) to the broad economic category considered to be “middle class”. But they (2)(trouble) by the fact that poverty (3)(exist) in their land. Our country (4)(know) for its wealth, its abundance of food and its opportunity for everybody to have a good life. The goal is to operate a free enterprise economy in which everyone who (5)(want) to work can find it. Despite that goal, there is always a percentage of people who want to work but who cannot find employment for which they (6)(suit). In recent years, the official figure for unemployment (7)(average) between five and seven percent.

The public welfare system in the USA is so large that in the early and mid-1980s nearly one half of all money spent by the federal government (8)(be) for “social payments” — money used to help people. The percentage (9)(double) since the 1960s, when only about 25 percent of the money spent by the federal government (10)(support) these welfare needs.

In addition to federal programs, there are programs in each of the 50 states which (11)(design) to help people in need. Some people believe that increased direct expenditure by the federal government is the best means to eliminate poverty. Others say the welfare system (12)(not reward) individual initiative — it (13)(encourage) people to stay unemployed and spend rather than save money. All of the studies and the arguments about poverty and public welfare programs show that Americans (14)(concern) about the problem that (15)(not solve) yet.

3. СЛОВООБРАЗОВАНИЕ — ПРЕФИКСЫ

3.1. Образуйте однокоренные слова, используя префиксы, и разбейте их по категориям.

Friendly, proper, loyal, direct, written, capable, able, calculate, aware, sincere, pure, pleasant, balance, clear, cover, convenient, obey, fair, measurable, gain, inform, cycle, curable, courage, judge, hospitable, kind, start, arm, moral, balanced.

Префиксы	un-	in-	im-	re-	mis-	dis-
Однокоренные слова	<i>unfriendly</i>					

3.2. Используя префиксы, преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию предложений. Заполните пропуски полученными словами. Переведите предложения на русский язык.

- | | |
|---|-------------------|
| 1. Our manager is rather _____ to the needs of the disabled. | SENSITIVE |
| 2. It's _____ that their project failed. It wasn't ready. | SURPRISING |
| 3. She is _____. She doesn't always tell the truth. | HONEST |
| 4. I am still _____ about my major at university. I really don't know what to choose. | DECIDED |
| 5. Don't be so _____! The guests will come soon. | PATIENT |
| 6. We can't charge him with murder due to _____ evidence. | SUFFICIENT |

7. There are lots of weird and _____ things in the world.
8. The instructions are carefully written in order to avoid _____.
9. Susan was hopelessly _____ around the house.
10. Our holiday left an _____ impression on me.

EXPLAINED

**UNDERSTANDING
PRACTICAL
FORGETTABLE**

3.3. Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

You may be surprised to learn that you could be bringing (1)_____ stress into your life by your own eating habits. In other words, not only does prolonged stress lead to (2)_____ lifestyle patterns, but your nutrition habits also affect your ability to cope with (3)_____ stress.

**NECESSARY
HEALTHY**

**AVOIDABLE
FORTUNATELY
CURABLE**

PROPER

**CONVENIENT
CORRECT
LEADING**

AGREEMENT

(4)_____, poor food choices can create more stress in the long run as well as lead to different (5)_____ diseases. Why do teenagers choose junk food? The first reason for making (6)_____ choices is convenience. Junk food often comes in ready to eat forms whereas healthy equivalents require substantial preparation, which is (7)_____. Another reason of bad eating habits is (8)_____ food advertising. Most TV commercials are (9)_____ and cause children to pressure their parents to buy junk food. No wonder that the problem of healthy eating causes a lot of (10)_____ between parents and teenagers.

4. РАЗВИТИЕ НАВЫКА ПИСЬМА

Перед выполнением заданий по письму вспомните рекомендации к написанию личного письма и сочинения «Моё мнение».

4.1. You have 20 minutes to do this task.

This is part of a letter you have received from your English pen friend.

...We are doing a project at school on how computers are changing people's lives. Please could you tell me how computers are changing things and what people think of them? Have you got a computer at home? What do you use it for?

As for me, I'm going on holiday with my parents next weekend ...

Write back to your penfriend.

In your letter

- answer his/her questions about computers
- ask **3 questions** about his/her holiday

Write **100 — 140 words**.

Remember the rules of letter writing.

4.2. You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Jenny, who writes:

... At school we are doing projects on the greatest capitals of the world. I've decided to write about Moscow. Could you tell me about your city? What is special about your capital? Do you love your city? Why?

As for the latest news, our basketball team won in the school championship last week...

Write a letter to Jenny.

In your letter

- tell her about Moscow
- ask **3 questions** about her school life

Write **100 — 140 words**.

Remember the rules of letter writing.

4.3. You have 60 minutes to do this task.

Comment on the following statement.

Only people who earn a lot of money are successful.

What is your opinion? Do you agree or disagree?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

4.4. You have 60 minutes to do this task.

Comment on the following statement.

Lots of teenagers want to work part-time to earn their pocket money. However, their parents are often against it.

What is your opinion? Would you like to work part-time?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

ПРОВЕРЬ СЕБЯ

1.1. 1. will be taken; 2. are grown; 3. has been reduced; 4. was impressed; 5. be translated; 6. were held; 7. has not been cleaned; 8. are made; 9. be dusted; 10. are being decorated; 11. had been done; 12. were excited; 13. will be imported; 14. be improved; 15. have to be returned; 16. have been sent/will be sent; 17. are produced; 18. will be held; 19. has been mined; 20. Is it being repaired?

1.2. 1. was the telephone invented; 2. are being translated; 3. won't be written; 4. is spoken; 5. had been painted; 6. has been washed; 7. be answered; 8. were built; 9. will have been prepared; 10. has been played; 11. was being painted; 12. are usually sold; 13. will be discussed; 14. Has your composition been written yet? 15. had not been cleaned; 16. be seen; 17. is usually made; 18. will have been received; 19. is being discussed; 20. is washed

1.3. 1. will the first restaurant be opened; 2. is celebrated; 3. Has the room been cleaned; 4. will have already been published; 5. are they being repaired; 6. will be announced; 7. had been done; 8. be watered; 9. are usually made; 10. has been produced; 11. When was the

first car constructed; 12. had already been translated; 13. is being built; 14. be cleaned; 15. was being moved; 16. were bought; 17. have been found; 18. are usually delivered; 19. was still being discussed; 20. won't have been written

1.4. 1. was taken; 2. was pronounced; 3. be seen; 4. was cordoned; 5. had been shot; 6. had been held; 7. has been notified; 8. have been sent; 9. is known; 10. is surrounded

2.1. 1. was written; 2. have been killed; 3. built; 4. was bought; 5. have arrested; 6. arrived; 7. will be cleaned; 8. wasn't invited; 9. employs; 10. has lost; 11. are caused; 12. are shown; 13. don't use; 14. was built; 15. be done; 16. has disappeared; 17. has been shot; 18. will be built; 19. am being served; 20. had already gone

2.2. 1. How does she usually get; 2. was still being cooked; 3. had been running; 4. Has Jane ever heard; 5. comes; 6. is being discussed; 7. Will she have painted; 8. will be published; 9. How long have you had; 10. is usually done; 11. When did he get; 12. doesn't come; 13. will be working; 14. Was this novel written; 15. has been writing; 16. What novel is she writing; 17. What were you doing; 18. will have been repaired; 19. had not written; 20. Has your bag been found

2.3. 1. is being used; 2. Have you painted; 3. covers; 4. is covered; 5. had been cancelled; 6. are locked; 7. was posted, arrived; 8. was being redecorated; 9. will be working; 10. died, were brought up; 11. was stolen; 12. has been built/is being built; 13. were these photographs taken, Did you take; 14. were arrested; 15. is working, has been repaired; 16. disappeared, has seen; 17. had been cleaned; 18. are being followed; 19. be explained; 20. will have already been sold

2.4. 1. belong; 2. are troubled; 3. exists; 4. is known; 5. wants; 6. are suited; 7. has averaged; 8. was; 9. has doubled; 10. supported; 11. are designed; 12. does not reward; 13. encourages; 14. are concerned; 15. has not been solved

3.1. *un* — unfriendly, unable, unaware, unpleasant, unclear, uncover, unfair, unkind, unbalanced

in — indirect, incapable, insincere, inconvenient, incurable, inhospitable

im — improper, impure, imbalance, immeasurable, immoral

re — redirect, rewritten, recover, regain, recycle, restart

mis — misdirect, miswritten, miscalculate, misinform, misjudge

dis — disloyal, disable, discover, disobey, discourage, disarm

3.2. 1. insensitive; 2. unsurprising; 3. dishonest; 4. undecided; 5. impatient; 6. insufficient; 7. unexplained; 8. misunderstanding; 9. impractical; 10. unforgettable

3.3. 1. unnecessary; 2. unhealthy; 3. unavoidable; 4. unfortunately; 5. incurable; 6. improper; 7. inconvenient; 8. incorrect; 9. misleading; 10. disagreement

4.1. (*Возможный вариант ответа*)

Moscow
Russia
June 16th

Dear Sam,

Thank you for your interesting letter. It was great to hear from you again!

I'll try to answer your questions. No doubt computers have made our lives easier and more exciting. We needn't go to libraries as we can find almost all information on the Net. Moreover, computers help us to relax although some people feel that they are rather addictive. As for me, I'm happy that I've got a computer. It helps me with my projects and I also use educational programmes. Of course I do play computer games but not very often.

Anyway, write back soon and tell me about your holiday. Did you enjoy it? What interesting places did you visit? Did you make any new friends?

I'd better go now as I have to feed my kitten.

Best wishes,

Artem

4.2. (Возможный вариант ответа)

Moscow
Russia
April 11th

Dear Jenny,

Thanks a lot for your reply! It was great to hear from you so soon!

In your letter you ask me about Moscow. Of course I love my native city because it's very beautiful especially in autumn when all trees are of different colours. The heart of Moscow is the Kremlin but my favourite place is the Exhibition Centre, which is famous for its fountains.

I think Moscow is a unique city where history and modern life are brought together. Here you can visit different theatres and exhibitions and at the same time take part in celebrating traditional festivals.

By the way, do you often do projects at school? I think it's rather interesting. What clubs have you got? Are there any traditions in your school?

Hope to hear from you soon.

Love,

Olga

4.3. (Возможный вариант ответа)

We can hardly find a person who does not want to become successful. Although lots of people believe that success depends on the amount of money a person earns, rich people are sometimes as unhappy as the poor.

In my opinion, being rich does not necessarily mean that you are successful. Firstly, if you only work for money, you will not get satisfaction from your job. Secondly, while making your fortune, you may not have enough time for your family so you are bound to have problems in family relationships. Finally, lots of money can worsen your character because rich people are often greedy and arrogant so you are unlikely to have any true friends.

Unfortunately, most people view success in terms of money. They believe that money will bring happiness because they will be able to buy luxurious things, travel around the world and realise their dreams.

However, there are a lot of millionaires with personal problems and they are often unhappy. We can buy houses and cars but I am sure money will not help us to buy love, friendship and good health, which are the most valuable things in life. Moreover, being wealthy is a powerful predictor that people spend less time doing pleasurable things, so their dreams seldom come true.

In conclusion, I would argue that being rich is not the only way of being successful in life. In my view, it is more important to have an interesting job, good friends and a happy family.

4.4. (Возможный вариант ответа)

Most teenagers today are given some pocket money by their parents. Yet teens often feel this is not enough for their needs. As a result, the question of whether they should have a part-time job often comes up.

In my opinion, young people should be allowed to work part-time if they want to. First of all, it will give them a useful introduction to the world of work. By earning money, teens can learn how a business works as well as get some working experience. Besides, a part-time job will teach teenagers the value of things and make them more responsible and careful with money. Finally, having extra money will make young people more independent of their parents.

However, many parents are afraid that even a part-time job will take up a lot of teenagers' time. They believe that teens are too young to work and they should only concentrate on their school work.

Even though this is true, I believe there are special jobs for teenagers that do not take up too much time or can be done at weekends such as delivering newspapers or babysitting. In addition, young people can find a holiday job during the summer which will not interfere with their studies and earn money for something special.

In conclusion, I want to stress that teenagers will really benefit from having a part-time job so I would like to have one. Nevertheless, we should not forget that our part-time jobs must not distract us from studying.

День 15. Повторение

В этом уроке вы:

- закрепите навыки аудирования и чтения;
- используете изученный лексико-грамматический материал практически;
- напишете письмо другу и сочинение по предложенной проблеме.

Раздел 1. АУДИРОВАНИЕ

B1 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. Our guests will appreciate live musical entertainment.
2. We offer seasonally inspired cooking.
3. The restaurant is an excellent venue for business lunch.
4. Our restaurant caters for special occasions.
5. We create a family-style atmosphere.
6. The restaurant is close to nature.
7. We offer delicious food.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор менеджера гостиницы с клиентом. Определите, какие из приведённых утверждений **A1—A7** 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**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 Mrs Ryefield has been planning her visit to the hotel for a long time.

1) True

2) False

3) Not stated

A2 The hotel is fully booked until the 18th of September.

1) True

2) False

3) Not stated

A3 Mrs Ryefield would like to have a single room with the garden view.

1) True

2) False

3) Not stated

- A4** Mrs Ryefield would like to have two meals a day included into the price.
1) True 2) False 3) Not stated
- A5** Mrs Ryefield chooses to pay 110 euro per night for a double room.
1) True 2) False 3) Not stated
- A6** Mrs Ryefield's credit card is valid until the end of next year.
1) True 2) False 3) Not stated
- A7** Mrs Ryefield's confirmation number is 757685.
1) True 2) False 3) Not stated

- A8** Stewart Brand criticizes his fellow environmentalists because they
- 1) have changed radically.
 - 2) want to re-examine fundamental ideas.
 - 3) stick to old environmental problems.
- A9** Stewart Brand is convinced that new technologies
- 1) can help to solve the problem of global warming.
 - 2) don't make sense anymore.
 - 3) are harmful to the environment.
- A10** At present the attitude to nuclear power generation is
- 1) mainly negative.
 - 2) constantly changing.
 - 3) mostly positive.
- A11** Stewart Brand blames environmentalists for using science
- 1) to oppose growing transgenic crops in Africa.
 - 2) to prove global climate change.
 - 3) only when it matches their ideas.
- A12** New technologies in agriculture
- 1) allow to grow organic food.
 - 2) cause air pollution.
 - 3) are more productive.
- A13** Air pollution from coal burning is
- 1) less than pollution from nuclear reactors.
 - 2) absolutely irreversible.
 - 3) greater in the USA than in China.
- A14** A future breakthrough in nuclear technology refers to
- 1) the possibility of recycling the spent nuclear fuel.
 - 2) the new ways of spent nuclear-waste storage.
 - 3) the borehole technology.

Раздел 2. ЧТЕНИЕ

B2	<i>Установите соответствие между заголовками 1—8 и текстами A—G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.</i>
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- 1. Recognize Your Limitations**
- 2. Take a Rest**
- 3. Clear Out Distractions**
- 4. Have Help Handy**

- 5. Plan Your Work**
- 6. Stay Calm Under Pressure**
- 7. Work With Interest**
- 8. Stay Focused**

A. The overriding idea is to go for simplicity. A quiet basement, a library table or the ground next to a big tree outside allow you to focus on what you're doing. Examples of poor locations would include the kitchen table, common areas where you're likely to encounter friends, or even your own room, as it's usually stocked with a computer, television, and video games that seem a lot more appealing than what you're doing. You have to remove yourself far enough from any potential disturbance. This is the key to any successful session of work.

B. Making your work relate to your leisure activities or hobbies eliminates much of the tedium associated with it. Whenever possible, make your schoolwork centre around something you love, and run with it. Essay assignment? Write about your favourite hobby. History report? Write about your favourite historical battle. Just pick anything to make your reports and assignments less mundane. As long as you meet all the requirements of the assignment, the rest is yours to choose.

C. It's okay to reward a long session of hard work with a quick break here or there. Eat something, watch a TV show, play a bit of your favourite video game, pick up a musical instrument and practise a little bit. Trying to work too long at too hard a pace without a break is only going to spoil your work in the end, as you'll start to tire, grow apathetic, and make mistakes. Taking semi-frequent breaks proportional to the amount of time you spent working keeps your mind fresh and your spirits up.

D. Ultimately, you are going to have to make executive decisions about the importance of various assignments relative to how much time and effort you're expending on them. Don't get bogged down worrying about finishing a small assignment that is worth a negligible fraction of your grade if it means that finishing it will cost you important points on a far more important project or paper for another class. Always rank assignments based on their due date and importance. In the grand scheme of things, it's always best to do what will get you the best overall average of grade points.

E. If you have multiple assignments to do, don't try and work on more than one at a time. Pick the most immediately due assignment and stick with it like glue until it's done. Then move on to the next most pressing assignment. This way, you resist the temptation to bypass hard, looming assignments to jump to easier but less pressing assignments for your sense of accomplishment. Concentrating your efforts on one task is the key to any successful session of work.

F. Often, you'll be tempted to pull all-nighters simply to get things done and out of your head. This is extremely counterproductive. If you feel very tired, you can just drop off at any moment. If you sense you're giving less and less effort to your work, then stop. It's always better to pick it up the next day when you're focused than to run a marathon all night and wind up with substandard work that you aren't proud of.

G. It's not always easy to stay on the ball in college, but if you know how to stay calm, and make your assignments work for you, you can simplify things tremendously.

If you have no idea how to even start an assignment, always feel free to contact your professor, campus tutoring office, or even your parents for advice. Don't let your fears get in the way of your doing well. If asking a professor for assistance is the difference between a C and an A on an assignment, you should not care about your pride, you should care about your college marks.

A	B	C	D	E	F	G

B3	<i>Прочитайте текст и заполните пропуски A—F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.</i>
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Solar Panels Keep Buildings Cool

Solar panels on the roof aren't just providing clean power; they are cooling the house. Using thermal imaging, researchers determined that during the day, a building's ceiling was 5 degrees Fahrenheit cooler under solar panels than under an exposed roof. At night, the panels help hold heat in, (A) _____.

As solar panels sprout on an increasing number of residential and commercial roofs, it becomes more important to consider their impact on buildings' total energy costs. Data for the study was gathered over three days on the roof of the San Diego School of Engineering with a thermal infrared camera. The building is equipped with tilted solar panels and solar panels (B) _____. Some portions of the roof are not covered by panels.

The panels essentially act as roof shades. Rather than the sun beating down onto the roof, (C) _____, photovoltaic panels take the solar beating. Then much of the heat is removed by wind blowing between the panels and the roof. The benefits are greater if there is an open gap (D) _____, so tilted panels provide more cooling. Also, the more efficient the solar panels, the bigger the cooling effect. For the building researchers analyzed, the panels reduced the amount of heat reaching the roof by about 38 percent.

Although the measurements took place over a limited period of time, the team developed a model that allows them to extrapolate their findings to predict cooling effects throughout the year.

For example, in winter, the panels would keep the sun from heating up the building. But at night, they would also keep in (E) _____.

There are more efficient ways to passively cool buildings (F) _____. But, if you are considering installing solar photovoltaic, depending on your roof thermal properties, you can expect a large reduction in the amount of energy you use to cool your residence or business.

1. which causes heat to be pushed through the roof
2. where air can circulate between the building and the solar panel
3. that are flush with the roof
4. such as reflective roof membranes
5. reducing heating costs in the winter
6. that was not covered with panels
7. whatever heat accumulated inside

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15—A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Since he was a boy, Sean Ireton has been an ardent hiker, climbing mountain trails all over the world. Even on family trips, it was typical for him to take a day by himself to knock off a tempting peak. In January 2009, he and his wife, Megan, planned a two-week backpacking adventure in Spain with their son, Aidan. They took off in December and spent their days touring and hiking in the southern mountains, making time to sample the regional cuisine and enjoy the country's robust red wines along the way. Sean was looking forward especially to a solo hike on El Mulhacén, a rocky knob in Spain's Sierra Nevada and, at 3478m, the highest peak on the Spanish mainland. From Mulhacén on a clear day you could see all the way across the Mediterranean to Morocco.

When they got near Pradollano, a ski village near Mulhacén, the family pitched their tent in the woods. At this time of year, the mountain's snowy trails were well packed and straightforward, requiring a hiker to travel at only a moderate clip to reach Mulhacén's broad summit in about four hours. Early the next morning, Sean put on several layers of warm clothes and set out under a purple and golden sunrise.

Now it was dark, and Sean's wife and son lay in their tent and worried. "When is Dad coming back?" Aidan asked Megan over and over. "Why isn't he back yet?"

"He'll be back soon, sweetie," his mother reassured him. In the past her husband had returned late from excursions. But this was pushing it, so sometime after midnight, Megan got up and took Aidan into town to look for help. The ordinarily lively village was deserted, the motionless chairlifts hanging eerily in the dark. Megan didn't speak Spanish, and a hotel clerk's directions just sent them in circles. They had to wait till morning. "Aidan was so upset," Megan recalls. "He sensed something was wrong. He had that child's intuition."

Sean had neared Mulhacén's summit by mid-afternoon but turned around a few hundred metres from the top when the trail became dangerously steep and icy. Clouds blew in as he descended, and he veered off track. By the time he realised his mistake, daylight was fading, and it had begun to drizzle. "I was getting wet, and it was growing dark fast," he recalls. Luckily, he spied a crude stone shelter nearby. "I didn't want to get lost and end up on the other side of the mountain, so I decided to spend the night in the hut."

Inside, it was dark and clammy, but there was a table, wooden bunks, and even some foam padding for a bed. Sean ate a chocolate bar from his backpack, and settled in. It would be an easy hike back to camp in the morning, and he imagined his family's relief when he returned unharmed.

Sean was on foot again by 6 a.m., tracking his way across a broad bowl and up a steep, snowy slope. On the other side of the ridge there was the ski area, and from there he could practically jog down the slopes. He made good progress until a storm suddenly swept over the ridge and nearly blew him off his feet. In minutes, he was caught in a white-out. "If I can just make the ridge, I'm home free," Sean thought, as he powered forward, bending against the gale.

But the ridge never appeared, and Sean knew it was crazy to stay on the exposed slope. He'd have to find an alternative route. He had no idea where he was but thought he could make out a trail still farther below.

Sean studied the snow in front of him. It looked hard and slick. He regretted that he hadn't brought his crampons — sharp spikes that attach to hiking boots — or an ice axe, which would have helped ensure safe passage. All he had was a pair of trekking poles. He reached out a foot to test the frozen surface and gradually brought his weight down. For a moment, he balanced but then his feet shot out from under him, and he began tumbling down the steep slope. He accelerated as he fell, rolling wildly over rocks

and snow. When he came to rest, far below from where he had stood, he was in a seated position as if he'd just plopped down to have a snack. It would have been comical if he hadn't been so stunned.

He sat for a while and gathered his wits. He was wearing only a ski hat but his head seemed OK. Then Sean looked down at his legs. The long underwear covering his left leg was shredded, and bright red blood soaked the abraded flesh around his kneecap.

He gingerly inspected the wound. With effort, he got back on his feet, but his injured leg buckled beneath him, and he fell face-first into the snow. He felt a hot surge of alarm. He was kilometres away from help, and certainly no one would come through this area for days, maybe weeks. He sat in the snow, on the verge of despair.

(Adapted from 'Missing' by Nick Heil)

A15 The main aim of Sean's visit to Spain was

- 1) to climb the highest peak on the Spanish mainland.
- 2) touring and walking.
- 3) to try the regional cuisine.
- 4) to enjoy the country's robust red wines.

A16 At that time of year, the mountain's snowy trails were

- 1) icy.
- 2) slippery.
- 3) difficult.
- 4) uncomplicated.

A17 Megan and Aidan had to wait till morning because

- 1) Megan didn't speak Spanish.
- 2) the chairlifts didn't work at night.
- 3) they couldn't find any help.
- 4) a hotel clerk's directions were wrong.

A18 Sean

- 1) reached Mulhacén's summit by mid-afternoon.
- 2) lost his way.
- 3) descended until dawn.
- 4) decided to spend the night in the wooden hut.

A19 Sean could not make the ridge because

- 1) it was too far.
- 2) he was very tired.
- 3) of a blizzard.
- 4) of a strong wind and poor visibility.

A20 Sean fell down the slope because

- 1) a strong wind was blowing.
- 2) the slope was too steep.
- 3) he didn't have special equipment.
- 4) he didn't use his trekking poles.

A21 While falling, Sean

- 1) was not injured.
- 2) injured his head.
- 3) shattered his kneecap.
- 4) broke his leg.

Раздел 3. ГРАММАТИКА И ЛЕКСИКА

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4—B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4—B10**.

My Friend

- | | | |
|------------|--|------------------|
| B4 | My friend Mark hates sport. He isn't very good at running and he _____ catch a ball. | NOT CAN |
| B5 | Mark likes computers. So he is much more interested in _____ a computer which is in our classroom. | USE |
| B6 | Every Monday we have to go swimming but last week Mark _____ his swimming things to school. | NOT BRING |
| B7 | Our teacher asked, '_____ (you) your swimming costume today, Mark?' | BRING |
| B8 | Mark _____ head. He looked miserable. | SHAKE |
| B9 | The teacher got angry and said, 'Then you _____ at school until we come back. Wait for us in the classroom.' | STAY |
| B10 | Mark _____ but he was very happy because he could play computer games. | PUNISH |

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11—B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11—B16**.

Way to Success

- | | | |
|------------|--|------------------|
| B11 | Are you a talented actor or a popular singer? Have you got extraordinary leadership qualities or an _____ appearance? | ATTRACT |
| B12 | No? Don't get upset because that doesn't make any difference today. There is a great _____ of other ways how to magically change your life. | VARY |
| B13 | Firstly, you may get acquainted with a popular _____ and make him invite you to star in his new film. | PRODUCE |
| B14 | If you have _____ in finding one, then try taking part in a reality show. Reality television has the potential to turn its participants into national celebrities, | DIFFICULT |

B15 If you succeed in the show, you can _____ become a superstar and your life will be full of excitement. **EASY**

B16 In any case, you should take action now because _____ won't make you successful. **LAZY**

Прочитайте текст с пропусками, обозначенными номерами A22—A28. Эти номера соответствуют заданиям A22—A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

The Phoenix Legend

This magical, mythical bird has long been a part of legends, dating **A22** _____ to ancient civilizations. In today's culture, the phoenix's legend is still going **A23** _____, with a major city in the United States named after the resurrecting beast and popular books and movies, including the phenomenally successful "Harry Potter" series encompassing the bird into characters and plots.

Since the story has come **A24** _____ to us through the oral tradition, there is no single version of it. It varies from teller to teller — each adding something of their own and changing tiny aspects of it. **A25** _____, the main facts of the legend of the Phoenix remain intact, even though the myth has been adulterated.

According to the legend, the Phoenix is a supernatural creature that has an incredibly long **A26** _____, stretching to at least a thousand years. It cannot fall sick or get injured at any point in its lifetime. However, some believe that it does get affected by disease or drought, which leads it to prematurely enter the next phase of its life.

Once that time is over, the bird builds its own funeral pyre. The traditional story goes that the phoenix ignites himself, burns to ash, and then rises again from the ashes to live another thousand years. This triumph over adversity has caused the bird to become the **A27** _____ or symbol of many groups and organizations. Once the bird is born from ashes, the cycle begins anew.

Another version of the story is that before the fire consumes the bird, it lays an egg, which hatches a new phoenix. This phoenix will live to be a thousand years old before having an **A28** _____ in the same method. There is no way of ascertaining which version of the story is true, but all of them express the same theme: the triumph over adversity.

- | | | | | |
|------------|----------------|--------------|----------------|---------------|
| A22 | 1) from | 2) back | 3) away | 4) through |
| A23 | 1) healthy | 2) strong | 3) alive | 4) fine |
| A24 | 1) back | 2) round | 3) forward | 4) down |
| A25 | 1) As a result | 2) Therefore | 3) Nonetheless | 4) Regardless |
| A26 | 1) lifespan | 2) lifespun | 3) lifescan | 4) lifespam |
| A27 | 1) pendant | 2) anthem | 3) mascot | 4) amulet |
| A28 | 1) ancestor | 2) offspring | 3) predecessor | 4) offcut |

Раздел 4. ПИСЬМО

C1 You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend David, who writes:

... At school we are doing projects on teenagers in different countries. What is your idea of a typical Russian teenager? You will help me a lot if you tell me about Russian teenagers. What do they enjoy? What are their most popular leisure activities? Anyway, the weather is fine today and I'm going to try my new skateboard...

Write a letter to David.

In your letter

- tell him about Russian teenagers
- ask **3 questions** about his hobbies

Write **100 — 140 words**.

Remember the rules of letter writing.

C2 You have 60 minutes to do this task.

Comment on the following statement.

Today some scientists claim that cloning experiments should not be subject to government scrutiny.

What is your opinion? Should governments oversee human cloning research?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2y3 reasons for your opinion
- express an opposing opinion and give 1y2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

ПРОВЕРЬ СЕБЯ

Раздел 1. АУДИРОВАНИЕ				Раздел 2. ЧТЕНИЕ		Раздел 3. ГРАММАТИКА И ЛЕКСИКА	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A1	3	A8	3	A15	1	A22	2
A2	2	A9	1	A16	4	A23	2
A3	2	A10	2	A17	3	A24	2
A4	1	A11	3	A18	2	A25	4
A5	1	A12	3	A19	4	A26	3
A6	2	A13	2	A20	3	A27	1
A7	2	A14	1	A21	3	A28	3

Раздел 1. АУДИРОВАНИЕ			
B1	641725		
Раздел 2. ЧТЕНИЕ			
B2	3725814	B3	531274
Раздел 3. ГРАММАТИКА И ЛЕКСИКА			
B4	cannot<или>can't	B11	attractive
B5	using	B12	variety
B6	didnotbring<или>didn'tbring	B13	producer
B7	haveyoubrought	B14	difficulty
B8	shook	B15	easily
B9	willstay	B16	laziness
B10	waspunished		

Раздел 4. ПИСЬМО

Задание C1 (*Возможный вариант ответа*)

St. Petersburg
Russia
24 April 2012

Dear David,

Thanks a lot for your reply. Sorry for not having written earlier but I was too busy at school.

In your letter you ask me about a typical Russian teenager. Well, Russian teenagers are in fact very ordinary. They think their teachers make them work too hard and friendship is the most important thing in their lives.

Russian teens always invent new hobbies and the most popular leisure activity nowadays is playing computer games. Most teenagers are fond of sports and are crazy about modern music.

Anyway, it's great that you like skateboarding. It's an exciting sport. How long have you been doing it? Do you know any tricks? Have you got any other hobbies?

Sorry, I've got to go now. Hope to hear from you soon!

All the best,

Andrew

Задание C2 (*Возможный вариант ответа*)

Recent advances in genetic biology have led to quite a doubtful situation. People all over the world argue whether human cloning research should be controlled by the government as solving problems connected with human cloning is definitely not an easy task.

In my opinion, the government must oversee human cloning experiments because there are huge risks of abnormalities in human clones. Moreover, clones will obviously have serious psychological problems connected with their unusual birth. Finally, there is no doubt that human cloning will change our perception of what is the value of a human life as we might switch from having children to manufacturing them.

However, scientists claim that human cloning is absolutely safe and should be allowed to develop without any restrictions as therapeutic cloning could provide tissues for transplantation. Besides, reproductive cloning will give parents who are both infertile an opportunity to have children.

Nevertheless, I believe that this technology is quite new so it is not safe enough to use on humans. In addition, it is possible that clones will age quicker since the cell used in the cloning procedure has already been used in a real life individual therefore the results of cloning can be rather unpredictable.

In conclusion, we should question whether cloning is really worth doing when weighed against the problems it raises. I am convinced that human cloning should be under the tight control of the government because it is dangerous to interfere with nature and the consequences can be really disastrous.

День 16

В этом уроке вы:

- выучите правила употребления сложного дополнения;
- научитесь образовывать существительные с помощью суффиксов *er, or, ance, ence, ship, sion, tion, ty/ity*;
- разовьете навыки всех видов чтения.

1. СЛОЖНОЕ ДОПОЛНЕНИЕ

Тип сложного дополнения	Употребляется после глаголов	Сложное дополнение
1-й	want, wish, would like, like, desire, expect, know, believe, consider, get	somebody to + V
	Пример: I would like <i>you to come</i> tomorrow.	
2-й	let, make	somebody + V
	Пример: The teacher made <i>me rewrite</i> the exercise.	
3-й	see, hear, feel, notice, watch	somebody + V (завершенное действие)
		Ving (длительное действие)
	Пример: I saw <i>him speaking</i> to Tom yesterday.	
Внимание!	После глаголов <i>hear, see, notice, make, allow</i> в пассивном залоге употребляется to + V .	

1.1. Вставьте *to* там, где необходимо.

1. I saw him _____ drop his bag.
2. We expected Tom _____ be late.
3. The officer made Ann _____ open her suitcase.
4. Ann was made _____ open her case.
5. Suddenly they heard the front door _____ open and then _____ close softly.
6. Let me _____ carry your bag for you.
7. Do you want me _____ come with you?
8. I like my Granny _____ tell us fairy-tales.
9. Have you ever seen her _____ dance?
10. Hot weather makes me _____ feel tired.
11. She doesn't allow us _____ smoke in the house.
12. I want you _____ tell me the truth.

13. I noticed Henry ____ come up and ____ speak to the stranger.
14. Her parents won't let her ____ go out alone.
15. Would you like me ____ go shopping now?
16. I know Winston Churchill ____ be a great politician.
17. My father allowed me ____ use his car.
18. Let him ____ do what he wants.
19. I expected my parents ____ help me.
20. Mr. Graves felt somebody's hand ____ touch him gently.

1.2. V или V-ing? Выберите правильную форму глагола.

1. When I woke up, I could hear the birds (sing/singing).
2. I didn't hear you (come/coming) in.
3. John found Ann in his room (read/reading) his letters.
4. Did anybody see the accident (happen/happening)?
5. Listen! Can you hear a baby (cry/crying)?
6. I looked out of the window and saw Tim on his bike (cycle/cycling) along the road.
7. We noticed a group of people (dig/digging) something in the field.
8. 'Why did you turn round suddenly?' 'I thought I heard somebody (call/calling) my name.'
9. We watched the two men (run/running) across the garden, (open/opening) a window and (climb/climbing) through it into the house.
10. Everybody heard the bomb (explode/exploding). It was a tremendous noise.
11. Oh! I can feel something (crawl/crawling) up my leg! It must be an insect.
12. We saw the robber (walk/walking) quickly along the street.
13. I saw her (walk/walking) across the room and (take/taking) a gun out of the desk drawer.
14. When we got home, we found a cat (sleep/sleeping) on the kitchen table.
15. I could hear it (rain/raining).

1.3. Выберите правильную форму глагола.

1. I want him ____ back soon.
a) to come b) come c) coming
2. My mother always makes me ____ up.
a) to wash b) wash c) washing
3. I felt Nick ____ his hand on my shoulder.
a) to put b) put c) putting
4. The pupils were made ____ at school after classes.
a) to stay b) stay c) staying
5. The teacher expected the children ____ this difficult question.
a) to answer b) answer c) answering
6. If I saw a child ____, I would ask what had happened.
a) to cry b) cry c) crying
7. My parents didn't let me ____ the party.
a) to go b) go c) going
8. Everyone likes her ____.
a) to dance b) dance c) dancing

9. Would you like me _____ for you?
a) to wait b) wait c) waiting
10. We were allowed _____ to bed later.
a) to go b) go c) going
11. I smelled something _____ in the kitchen.
a) to burn b) burn c) burning
12. My parents don't want me _____ home late.
a) to come b) come c) coming
13. Her present made me _____ happy.
a) to feel b) feel c) feeling
14. John saw his friend _____ the door of the room and _____ in.
a) to open, to come b) open, come c) opening, coming
15. This task is difficult! Let me _____ you!
a) to help b) help c) helping
16. We don't expect them _____ for us after classes.
a) to wait b) wait c) waiting
17. The boy was made _____ the truth.
a) to tell b) tell c) telling
18. Mother watched her little children _____ in the yard.
a) to play b) play c) playing
19. He heard a distant voice _____.
a) to shout b) shout c) shouting
20. I hate you _____ late.
a) to be b) be c) being

1.4. Употребите правильную форму глагола.

1. Everybody knows her (write) beautiful poetry.
2. He doesn't like me (tell) jokes.
3. We saw him (cross) the street and (disappear).
4. Tom expects me (help) him.
5. We watched the boys (play) tennis.
6. I noticed the robber (take) out the gun.
7. The teacher made us (learn) the rule.
8. Would you like us (stay) with you?
9. Do they want us (take) part in the conference?
10. She heard some people (talk) in the next room.

1.5. Употребите правильную форму глагола.

1. I expect you (come) to my party.
2. We heard the door (open) and then (close) softly.
3. The teacher watched the children (do) homework.
4. Everyone knows the British (be) reserved.
5. Would you like me (help) you?
6. Mum likes me (play) the piano.
7. The doctor made him (go) to bed.
8. I noticed the policeman (stop) this car.
9. Do you want them (visit) us?
10. She saw this boy (play) football yesterday.

2. КОНСТРУКЦИЯ HAVE/GET SOMETHING DONE

Эта конструкция употребляется, когда действие за вас производит кто-то другой. Предложение «Я хочу починить велосипед» можно перевести на английский язык двумя способами.

1. I want *to repair* my bike.
2. I want *to have my bike repaired*.

В первом случае велосипед вы будете чинить сами, а во втором — вы отдадите его в мастерскую, и его будет чинить мастер. Это нам помогает понять употребление конструкции *have/get something done*.

Если вы захотите употребить конструкцию *have/get something done*, то глагол *have/get* надо поставить в нужное время.

1. Я *вчера починил* велосипед. — I *had* my bike *repaired* yesterday.
2. Я *завтра починю* велосипед. — I *will have* my bike *repaired* tomorrow

2.1. Прочитайте текст и поставьте глаголы в скобках в правильную форму.

A Horrible Day

Yesterday was a horrible day. I woke up with a terrible toothache, and instead of going to the barber's, I had to have my tooth (1)(extract) at the dentist. On my way to the barber's my car broke down and I had to stop at the nearest garage to get it (2)(repair). An hour later I got to the barber's. I was awfully late and there was a huge queue of people wishing to have their hair (3)(do). While waiting for my turn, I made a few calls to find out whether Mark had got the flowers (4)(deliver). Needless to say, the flowers had not been brought yet. Moreover, he even had not had my room (5)(tidy) and the table (6)(lay). Luckily, he told me that he had already had my black suit (7)(clean) and it was ready. Finally, I managed to have my hair (8)(wash) and (9)(cut). However, I was still nervous because I was going to get married. And perhaps, I was going to have my life (10)(change) forever.

3. СЛОВООБРАЗОВАНИЕ — СУЩЕСТВИТЕЛЬНЫЕ

3.1. Образуйте существительные от следующих слов и разбейте их по категориям.

Invent, evident, govern, hard, able, express, sculpt, insure, violent, safe, view, listen, narrate, divide, assure, flexible, accept, include, apprentice, present, prepare, modest, admit, disturb, dictator, program, silent, attract, advise, resident, real, possess, tolerant, train, describe, intern.

Суффикс	-er	-or	-sion	-tion	-ship	-ance	-ence	-ty/-ity
Существительные				<i>invention</i>				

3.2. Заполните пропуски существительными, образованными от слов, напечатанных в конце строк заглавными буквами.

- | | |
|---|-----------|
| 1. Being a _____ has its own pros and cons. | CELEBRATE |
| 2. Do you know the correct _____ of this word? | PRONOUNCE |
| 3. _____ can have a variety of causes. | DISOBEY |
| 4. Regular outings contribute to a sense of _____ among co-workers. | FELLOW |
| 5. The painting was bought by a private _____. | COLLECT |
| 6. The key to the army's effectiveness is its increased _____. | MOBILE |

7. The show will be attended by well-known fashion _____.
8. I just need to make a few _____ before we can print the article.
9. Rooms are offered subject to _____.
10. Technical _____ is provided free of charge

**DESIGN
CORRECT**

**AVAILABLE
ASSIST**

3.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

The Pilsner (1)_____ František Bálek was born in 1954. After an (2)_____ in the Carlsbad porcelain factory, he became a ceramist. His interest in art soon led him to Prague, where he studied applied sculpture under the (3)_____ of a famous professor Josef Malejovský.

**SCULPT
APPRENTICE**

SUPERVISE

The main theme of his works is a classical (4)_____ of a human figure, but he also tries out an abstract (5)_____. He masters the procession of metals, stone and other materials. (6)_____ and the amazing feeling caused by the play of shades are typical of his artistic (7)_____. He always relies on his sensing the (8)_____ which keeps supplying him with (9)_____. He reaches his greatest success in international ice and sand carving competitions. The current (10)_____ allows us to follow, if only in a short glimpse, the way the (11)_____ has gone through. No doubt, we ought to preserve his works of art for future (12)_____.

**DESCRIBE
EXPRESS**

**MODEST
CREATE
REAL
INSPIRE
EXHIBIT
ART**

GENERATE

4. РАЗВИТИЕ НАВЫКА ЧТЕНИЯ

4.1. Установите соответствие между заголовками 1 — 8 и текстами А — Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. Unsolved Mystery
2. Meteorological Phenomenon
3. Curious Conclusion
4. Group Builders

5. Clever Camouflage
6. Friendly but Dangerous
7. Animal Diseases
8. Feeding To Death

A. Tree squirrels are quite used to humans and many will come close to people hoping they will be fed. However, squirrels deserve our respectful distance. They have very sharp teeth and sharp claws and defend themselves by biting and scratching if they are startled. However, they are fun to observe. So treat them with gentle respect... and they can be wonderful 'wild friends'.

B. Elephants display 'right-handedness', not in their limbs, but in the tusks. Close examination of an elephant's tusks will reveal that one tusk has a blunter tip and is thicker than its less favoured counterpart. The reason for this difference is that in their natural habitat elephants use their tusks for gathering food, and digging for water. Consequently the tusk on their favourite side becomes more developed, but blunter.

C. In October 1987, an attempt to find a famous Loch Ness monster was made with 20 cruisers that swept the loch using sonar equipment, electronically recording all contacts. While the cruisers caught enough salmon to feed an army, there was no sign of Nessie. Most scientists would bet that there is no monster, yet they do seem to hedge

themselves and keep an open mind as they await conclusive proof in the form of skeletal evidence or the capture of the monster.

D. Birds used for the production of Foie Gras are trapped in tiny cages, where they hardly have any place to move or flap their wings. Mechanized feeders come at regular intervals to feed them and metal pipes are forced down their gullets several times a day. The over-fed birds have difficulty breathing and acquire a range of diseases. Once these birds have reached a point of near-death, they are slaughtered, and their livers end up in restaurants!

E. Animals adapt over time to their environments, some so much so that they begin to look like their surroundings — a helpful evolutionary advantage in the face of potential predators (or while stalking prey). There are octopi that blend in perfectly with sandy ocean floors, insects that look just like leaves and fish that resemble oceanic plants. There is even an octopus that can mimic nearly twenty other oceanic species to scare off.

F. Humans work together all the time to build incredible structures we could never have dreamed up, let alone construct, on our own — but some animal architecture is arguably even more impressive. There is a spider web built by a variety of species working together that spans much of a public park, an ant colony that extends for thousands of miles and birds nests built by entire flocks living together under one thatched roof.

G. Raining animals ... it sounds ridiculous, right? Nonetheless, it happens — although rarely. Fish, frogs and birds are the most common forms of animal rain. Sometimes the creatures land relatively unscathed but in other cases they are frozen or shredded to pieces. Theories vary in their details but generally it is assumed that certain kinds of strong winds lift up the animals with a volume of water (fish and frogs from ponds, for example) or sweep them out of the sky in the case of birds and then deposit them, often right before a major storm.

A	B	C	D	E	F	G

4.2. Прочитайте текст и заполните пропуски А—F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

Walls and wall building have played a very important role in Chinese culture. From the Neolithic period to the Communist Revolution, walls were an essential part of any village and town. Not only towns and villages but the houses and the temples within them were somehow walled, and the houses also had no windows overlooking the street, **(A)** _____. The name for ‘city’ in Chinese (ch’eng) means ‘a wall’, and over these walled cities, villages, houses and temples presides the god of walls and mounts, whose duties were, and still are, **(B)** _____. Thus a great and extremely laborious task such as constructing a wall, **(C)** _____, must not have seemed such an absurdity.

However, it is indeed a common mistake to perceive the Great Wall as a single architectural structure, and it would also be erroneous to assume that it was built during a single dynasty. The building of the wall spanned the various dynasties, and each of these dynasties somehow contributed to the construction of the Great Wall, **(D)** _____.

The role that the Great Wall played in the growth of Chinese economy was an important one. Throughout the centuries many settlements were established along the new border. The garrison troops were instructed to reclaim wasteland and to plant crops on it, roads and canals were built, **(E)** _____. All these undertakings greatly helped to increase the country’s trade and cultural exchange with many remote areas. Builders, garrisons, artisans, farmers and peasants left behind a trail of objects, including inscribed tablets, household articles, and written work, which have become extremely

valuable archaeological evidence to the study of defence institutions of the Great Wall and the everyday life of those people (F) _____.

1. whose foundations had been laid many centuries ago
2. which was supposed to run throughout the country
3. thus giving the feeling of wandering around a huge maze
4. which constructed the Great Wall
5. to mention just a few of the works carried out
6. to protect and be responsible for the welfare of the inhabitants
7. who lived and died along the wall

A	B	C	D	E	F

4.3. Прочитайте рассказ и выполните задания 1—7. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Restless, shifting, fugacious as time itself is a certain vast bulk of the population of the red brick district of the lower West Side. Homeless, they have a hundred homes. They flit from furnished room to furnished room, transients forever — transients in abode, transients in heart and mind. Hence the houses of this district, having had a thousand dwellers, should have a thousand tales to tell, mostly dull ones, no doubt; but it would be strange if there could not be found a ghost or two in the wake of all these vagrant guests.

One evening after dark a young man prowled among these crumbling red mansions, ringing their bells. At the twelfth he rested his lean hand baggage upon the step and wiped the dust from his hatband and forehead. The bell sounded faint and far away in some remote, hollow depths. To the door of the twelfth house, whose bell he had rung, came a housekeeper, who made him think of an unwholesome, surfeited worm that had eaten its nut to a hollow shell and now sought to fill the vacancy with edible lodgers. He asked if there was a room to let. “Come in,” said the housekeeper. Her voice came from her throat; her throat seemed lined with fur. “I have the third-floor-back, vacant since a week back. Should you wish to look at it?”

The young man followed her up the stairs. A faint light from no particular source mitigated the shadows of the halls. They trod noiselessly upon a stair carpet that seemed to have become vegetable; to have degenerated in that rank, sunless air to lush lichen or spreading moss that grew in patches to the staircase. At each turn of the stairs were vacant niches in the wall. Perhaps plants had once been set within them. If so, they had died in that foul and tainted air. It may be that statues of the saints had stood there, but it was not difficult to conceive that imps and devils had dragged them forth in the darkness and down to the unholy depths of some furnished pit below.

“This is the room,” said the housekeeper, from her furry throat. “It’s a nice room. I had some most elegant people in it last summer — no trouble at all, and paid in advance to the minute. The water’s at the end of the hall. Sprowls and Mooney kept it for three months. They did a vaudeville sketch. Miss Bretta Sprowls — you may have heard of her — right there over the dresser is where the marriage certificate hung, framed. The gas is here, and you see there is plenty of closet room. It’s a room everybody likes. It never stays idle long.”

“Do you have many theatrical people rooming here?” asked the young man. “They come and go. A good proportion of my lodgers is connected with theatres. Yes, sir, this is the theatrical district. Actor people never stay long anywhere. I get my share. Yes, they come and they go.”

He engaged the room, paying for a week in advance. He was tired, he said, and would take possession at once. The room had been made ready, she said. As the housekeeper

moved away he put, for the thousandth time, the question that he carried at the end of his tongue.

“A young girl — Miss Eloise Vashner — do you remember such a one among your lodgers? She would be singing on the stage, most likely. A fair girl, of medium height and slender, with reddish gold hair and a dark mole near her left eyebrow.”

“No, I don’t remember the name. These stage people have names they change as often as their rooms. No, I don’t call that one to mind.”

No. Always no. Five months of **ceaseless** interrogation and the inevitable negative. So much time spent by day in questioning managers, agents, schools and choruses; by night among the audiences of theaters from all-star casts down to music halls so low that he dreaded to find what he most hoped for. He who had loved her best had tried to find her. He was sure that since her disappearance from home this great, water-girt city held her somewhere, but it was like a monstrous quicksand, shifting its particles constantly, with no foundation, its upper granules of today buried tomorrow in ooze and slime.

(Adapted from ‘The Furnished Room’ by O. Henry)

1. The houses of the lower West Side
 - 1) had some mystery in their history.
 - 2) had lots of exciting stories to tell.
 - 3) had permanent dwellers.
 - 4) were mostly wooden.
2. The young man
 - 1) had heavy hand baggage.
 - 2) looked clean and respectable.
 - 3) was in a hurry.
 - 4) was looking for a room to rent.
3. The housekeeper
 - 1) looked healthy.
 - 2) was very hungry.
 - 3) seemed to be looking for new victims.
 - 4) was wearing fur round her throat.
4. In the hall of the house
 - 1) it was completely dark.
 - 2) there was moss instead of a stair carpet
 - 3) the air had a disgusting smell.
 - 4) there were plants and statues within the niches in the wall.
5. The housekeeper told the young man that
 - 1) the room was often vacant for a long time.
 - 2) there was gas and water in the room
 - 3) her lodgers were seldom connected with the theatres.
 - 4) her previous lodgers had paid for the room beforehand.
6. The girl who the young man was looking for
 - 1) was tall and slim.
 - 2) had a distinguishing feature.
 - 3) was his bride.
 - 4) was absent for three months.
7. In the last paragraph ‘ceaseless’ means
 - 1) hopeless.
 - 2) meaningless.
 - 3) useless.
 - 4) endless.

ПРОВЕРЬ СЕБЯ

1.1. 1. —; 2. to; 3. —; 4. to; 5. —, —; 6. —; 7. to; 8. to; 9. —; 10. —; 11. to; 12. to; 13. —, —; 14. —; 15. to; 16. to; 17. to; 18. —; 19. to; 20. —

1.2. 1. singing; 2. come; 3. reading; 4. happen; 5. crying; 6. cycling; 7. digging; 8. call; 9. run, open, climb; 10. explode; 11. crawling; 12. walking; 13. walk, take; 14. sleeping; 15. raining

1.3. 1. a; 2. b; 3. b; 4. a; 5. a; 6. c; 7. b; 8. a; 9. a; 10. a; 11. c; 12. a; 13. b; 14. b; 15. b; 16. a; 17. a; 18. c; 19. c; 20. a

1.4. 1. to write; 2. to tell; 3. cross, disappear; 4. to help; 5. playing; 6. take; 7. learn; 8. to stay; 9. to take; 10. talking

1.5. 1. to come; 2. open, close; 3. doing; 4. to be; 5. to help; 6. to play; 7. go; 8. stop; 9. to visit; 10. playing

2.1. 1. extracted; 2. repaired; 3. done; 4. delivered; 5. tidied; 6. laid; 7. cleaned; 8. washed; 9. cut; 10. changed

3.1. -er — viewer, listener, presenter, programmer, trainer

-or — governor, sculptor, inventor, advisor, narrator

-sion — expression, division, inclusion, admission, possession

-tion — invention, narration, presentation, preparation, admittance, attraction, description

-ship — hardship, apprenticeship, dictatorship, internship

-ance — insurance, assurance, acceptance, disturbance, tolerance

-ence — evidence, violence, presence, silence, residence

-ty/-ity — (in/dis)ability, safety, flexibility, modesty, reality

3.2. 1. celebrity; 2. pronunciation; 3. Disobedience; 4. fellowship; 5. collector; 6. mobility; 7. designers; 8. corrections; 9. availability; 10. assistance

3.3. 1. sculptor; 2. apprenticeship; 3. supervision; 4. description; 5. expression; 6. Modesty; 7. creations; 8. reality; 9. inspiration; 10. exhibition; 11. artist; 12. generations

4.1. 6318542

4.2. 362157

4.3. 1433424

В этом уроке вы:

- выучите правило употребления герундия;
- научитесь образовывать прилагательные с помощью суффиксов *al, able, ible, ent* и префикса *inter*;
- разовьете навыки всех видов аудирования.

1. ГЕРУНДИЙ ИЛИ ИНФИНИТИВ?

Герундий — это неличная форма глагола, обладающая свойствами глагола и существительного. В русском языке нет аналогичной грамматической формы, поэтому на русский язык герундий может переводиться существительным, инфинитивом или придаточным предложением.

Время	Активный залог	Пассивный залог
Indefinite — употребляется, когда действие герундия совпадает по времени с действием сказуемого или относится к будущему.	Ving <i>I enjoy telling jokes.</i>	being + V₃ <i>I enjoy being told jokes.</i>
Perfect — употребляется, когда действие герундия предшествует действию сказуемого.	having + V₃ <i>I am proud of having won this prize.</i>	having been + V₃ <i>I am proud of having been awarded this prize.</i>

Внимание! 1. После предлогов *after, on (upon)*, а также после глаголов *forget, remember, thank, deny, excuse, regret* для выражения прошлого действия употребляется *Indefinite Gerund* вместо *Perfect Gerund*.

2. После глаголов *need, want (=need), require, deserve* и прилагательного *worth* в пассивном значении употребляется *Active Gerund*.

3. Отрицательная форма герундия образуется с помощью частицы *not*, которая ставится перед герундием.

Глаголы и фразы, после которых употребляется только герундий	admit, appreciate, avoid, be worth, burst out, can't help, can't stand, consider, delay, deny, discuss, dislike, enjoy, fancy, feel like, finish, forgive, give up, imagine, involve, keep, mention, mind, miss, postpone (put off), practice, resist, risk, spend time, suggest, be/get used to, look forward to, object to, how/what about, it's no good/use, there is no point (in), what's the point/use of..?
Глаголы и фразы, после которых употребляется только инфинитив	afford, agree, appear, arrange, ask, attempt, be glad/pleased, be able/surprised etc, choose, decide, expect, fail, happen, help, hope, intend, learn, manage, offer, prepare, plan, pretend, promise, refuse, seem, want, wish, would like/prefer, used to

Глаголы, за которыми употребляются как герундий, так и инфинитив без разницы в значении	begin, continue, like, love, hate, prefer, start, intend
---	--

1.1. Выберите правильную форму глагола.

1. They denied (to steal/stealing) the money.
2. He gave up (to smoke/smoking).
3. I don't want (to go/going) out tonight. I am too tired.
4. Try to avoid (to make/making) him angry.
5. Is there anything here worth (to buy/buying)?
6. I refuse (to answer/answering) any questions.
7. He finished (to speak/speaking) and sat down.
8. Would you mind (to put/putting) your pet snake somewhere else?
9. I've enjoyed (to meet/meeting) you. I hope (to see/seeing) you again soon.
10. The boy's father promised (to pay/paying) for the broken window.
11. He decided (to steal/stealing) her bag.
12. I don't feel like (to work/working). What about (to go/going) to a disco instead?
13. Would you like (to join/joining) us?
14. I hope (to see/seeing) you soon.
15. Please go on (to write/writing). I don't mind (to wait/waiting).
16. He keeps (to ask/asking) me the time and I keep (to tell/telling) him (to buy/buying) himself a watch.
17. I wish (to see/seeing) him as soon as possible.
18. I offered (to help/helping) him to translate the text.
19. Tom suggested (to go/going) to the cinema.
20. How old were you when you learnt (to drive/driving)?

1.2. Употребите правильную форму глагола в скобках.

1. He admitted (steal) her bag.
2. We arranged (meet) at the weekend.
3. I would like (see) the world.
4. She pretended not (hear) me.
5. They denied (commit) a crime
6. I don't mind (open) the window.
7. We are really looking forward to (go) on holiday.
8. I offered (bring) a cup of tea.
9. This work involves (design) new models of cars.
10. He managed (interview) a famous celebrity.
11. This film is worth (see).
12. They refused (go) with us.
13. My friend suggests (have) a party.
14. I feel like (have) a rest.
15. She can't help (drink) coffee.

1.3. Выберите правильную форму герундия.

1. This question needs _____.
a) discussing b) being discussed
c) having discussed d) having been discussed
2. I like John. I look forward to _____ to his party.
a) inviting b) being invited
c) having invited d) having been invited

- ## 2. ГЕРУНДИЙ ИЛИ ИНФИНИТИВ — ОСОБЫЕ СЛУЧАИ

2.1. Герундий или инфинитив? Выберите правильную форму глагола.

- 160

15. You don't need (to ask/asking) his permission every time you want (to leave/leaving) the room.
16. Your hair needs (to cut/cutting). Would you like me (to do/doing) it for you?
17. We stopped there (to buy/buying) some biscuits.
18. Please, stop (to ask/asking) me questions.
19. 'Did you start your diet?' 'Sure, but I can't help (to eat/eating) sweets.'
20. Can you help me (to get/getting) the dinner ready?

2.2. Герундий или инфинитив? Выберите правильную форму глагола.

1. I have finished (to decorate/decorating) the house.
2. I can't stand (to work/working) in an office.
3. We hope (to arrive/arriving) by half past seven.
4. It was a wonderful holiday. I will always remember (to see/seeing) Niagara Falls.
5. They promised (to finish/finishing) the work today.
6. He hates (to use/using) computers.
7. I am really looking forward to (to start/starting) my new course.
8. They can't help us (to move/moving) in our new flat.
9. They enjoyed (to be/being) on holiday by the sea.
10. She refused (to answer/answering) the phone.
11. The weather was awful. It didn't stop (to rain/raining) all week.
12. My sister has agreed (to help/helping) with the decorating.
13. They managed (to save/saving) enough money to buy a car.
14. His parents don't allow him (to stay up/staying up) after ten o'clock.
15. I don't mind (to drive/driving) to the restaurant.
16. Please remember (to post/posting) my letter. It's very important.
17. We were late. Tom suggested (to take/taking) a taxi.
18. I asked him to stop (to talk/talking), but he kept (to ask/asking) me questions.
19. Sometimes she puts off (to do/doing) her homework.
20. They always forget (to water/watering) the plants.

2.3. Герундий или инфинитив? Используйте правильную форму глагола в скобках.

1. Thank you for (come).
2. We saw this film last year. Do you remember (see) it?
3. I'll never forget (visit) London for the first time.
4. I tried (explain) but she refused (listen).
5. You don't need (iron) that shirt. It doesn't need (iron).
6. Has it stopped (rain) yet?
7. Did you remember (book) seats for the theatre tomorrow? — Yes, I have the tickets here. Would you like (keep) them?
8. You must never forget (say) «Thank you».
9. The problem is not worth (discuss).
10. I tried (work) in a department store, but it wasn't a very good job.
11. Can you help me (do) this exercise?
12. I don't feel like (see) him.
13. She tried (be) serious but she couldn't help (laugh).
14. I wish (see) the manager.
15. Would you mind (shut) the window?

2.4. Герундий или инфинитив? Используйте правильную форму глагола в скобках.

1. I'll never forget (go) to school for the first time. I remember that day quite clearly.
2. I tried (reach) the shelf but I wasn't tall enough.
3. He likes (invite) by his friends.
4. You don't need (paint) the door. It doesn't need (paint).

5. Did you remember (lock) the door? — No, I'll go back and do it now.
6. If it is worth (do), it is worth (do) well.
7. How did the thief get into the house? — I forgot (shut) the window.
8. If you can't turn the key try (put) some oil in the lock.
9. Have you finished (write)?
10. He always helps me (do) my homework.
11. He looks so funny. Whenever I see him, I can't help (smile).
12. Do you mind him (examine) by a doctor?
13. I don't enjoy (go) to the dentist.
14. I clearly remember (pay) him. I gave him \$20.
15. After (say) this, he left the room.

2.5. Вставьте глаголы в пропуски, употребив инфинитив или герундий.

earn	work	find	look after	visit save	redecorate	miss
be able to	leave	buy	pay	overdraw	stay	go

Jane's a nurse, but she's trying (1)_____ a new job. Although she enjoys (2)_____ people, nursing is not very well paid, and she can't afford (3)_____ all her bills. She finds it impossible to live on such a low salary without (4)_____ her account at the bank. Her flat needs (5)_____, and she would like (6)_____ a car. She managed (7)_____ enough last year for a short holiday by (8)_____ some extra money in her spare time, and this year, she's hoping (9)_____ some friends in France. She has stopped (10)_____ to the theatre, which used to be one of her greatest pleasures. She's thinking of (11)_____ in America, where she could earn a higher salary in a private hospital, but would prefer (12)_____ in this country if possible. She likes (13)_____ to see her parents whenever she wants to. A friend of hers went to America after (14)_____ university, but began (15)_____ her friends so badly that she had to come back.

3. СЛОВООБРАЗОВАНИЕ — ПРИЛАГАТЕЛЬНЫЕ

3.1. Образуйте однокоренные прилагательные от следующих слов и разбейте их по категориям.

Danger, globe, presence, nation, vision, nerve, value, magnificence, person, imagine, fury, office, admission, horror, excel, vary, music, accept, poison, suffice, remark, defense, technology, efficiency, possibility, replace, humour.

Суффикс	-al	-able	-ible	-ous	-ent
Прилагательные				dangerous	

3.2. Образуйте прилагательные от следующих слов, используя префикс *inter-*, и переведите их на русский язык. Какое значение имеет префикс *inter-*?

Changeable, continental, dependent, disciplinary, governmental, national, related, connected, cultural, active.

3.3. Заполните пропуски прилагательными, образованными от слов, напечатанных в конце строк заглавными буквами.

1. Julia has made _____ progress in French.
2. It's a _____ story with a bit of romance in it.
3. The fortress was _____ against all the power of nature.
4. This medieval practice has continued to the _____ day.
5. _____ parts make modern technology possible.

**REMARK
HUMOUR
DEFENSE
PRESENCE
REPLACE**

6. The _____ language of the UK is English.
7. There are _____ ways to solve this problem.
8. This job gave him _____ experience
9. The weather has been really _____ all week.
10. There was a _____ debate over our proposal.

OFFICE
VARY
VALUE
HORROR
FURY

3.4. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

The extent of pollution and (1)_____ collapse in Russia is due to decades of military and (2)_____ development. Moreover, Russia is a major contributor to (3)_____ ozone depletion, being one of the world's largest producers and consumers of Ozone Depleting Substances.

ECOLOGY
INDUSTRY
GLOBE

(4)_____ industry has never taken into consideration any (5)_____ standards and requirements, lacking anything like resource-saving waste-free technologies and (6)_____ purification facilities. (7)_____ pollution now threatens the health of millions of citizens and the safety of crops, water and air. In 84 of Russia's largest cities air pollution is ten times the (8)_____ safety levels. In 150 cities, including Moscow, Tomsk and Krasnodar, vehicular emissions now exceed those from industry. Air pollution is (9)_____ for 41 percent of respiratory diseases. In some areas, especially among children, levels of respiratory diseases are 50 percent higher than the (10)_____ average.

RUSSIA
REASON
EFFICIENCE
ENVIRONMENT

ADMISSION

RESPONSE

NATION

4. РАЗВИТИЕ НАВЫКА АУДИРОВАНИЯ

4.1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А—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. The price of the gift is not of primary importance.
2. I prefer useful gifts.
3. A gift is an expression of love and gratitude.
4. It's not the gift that matters to me.
5. Gift-giving is a form of reciprocity.
6. We don't need gifts anymore.
7. I prefer home-made gifts.

Говорящий	A	B	C	D	E	F
Утверждение						

4.2. Вы услышите разговор оператора топливной компании с клиентом. Определите, какие из приведённых утверждений 1—7 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). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

ПРОБЕРЬ СЕБЯ

1.1. 1. stealing; 2. smoking; 3. to go; 4. making; 5. buying; 6. to answer; 7. speaking; 8. putting; 9. meeting, to see; 10. to pay; 11. to steal; 12. working, going; 13. to join; 14. to see; 15. writing, waiting; 16. asking, telling, to buy; 17. to see; 18. to help; 19. going; 20. to drive

1.2. 1. stealing; 2. to meet; 3. to see; 4. to hear; 5. committing; 6. opening; 7. going; 8. to bring; 9. designing; 10. to interview; 11. seeing; 12. to go; 13. having; 14. having; 15. drinking

1.3. 1. a; 2. b; 3. a; 4. c; 5. a; 6. c; 7. a; 8. b; 9. a, b; 10. c; 11. a; 12. b; 13. b/d; 14. a; 15. c; 16. b; 17. a; 18. d; 19. b; 20. d

2.1. 1. meeting; 2. to meet; 3. to close; 4. closing; 5. to lock, going; 6. to bring; 7. going; 8. to forget, worrying; 9. knocking; 10. to put; 11. asking; 12. to concentrate; 13. to go; 14. cleaning; 15. to ask, to leave; 16. cutting, to do; 17. to buy; 18. asking; 19. eating; 20. to get

2.2. 1. decorating; 2. working; 3. to arrive; 4. seeing; 5. to finish; 6. using; 7. starting; 8. to move; 9. being; 10. to answer; 11. raining; 12. to help; 13. to save; 14. to stay up; 15. driving; 16. to post; 17. taking; 18. talking, asking; 19. doing; 20. to water

2.3. 1. coming; 2. seeing; 3. visiting; 4. to explain, to listen; 5. to iron, ironing; 6. raining; 7. to book, to keep; 8. to say; 9. discussing; 10. working; 11. to do; 12. seeing; 13. to be, laughing; 14. to see; 15. shutting

2.4. 1. going; 2. to reach; 3. being invited; 4. to paint, painting; 5. to lock; 6. doing, doing; 7. to shut; 8. putting; 9. writing; 10. to do; 11. smiling; 12. being examined; 13. going; 14. paying; 15. saying

2.5. 1. to find; 2. looking after; 3. to pay; 4. overdraw; 5. redecorating; 6. to buy; 7. to save; 8. earning; 9. to visit; 10. going; 11. working; 12. to stay; 13. being able to; 14. leaving; 15. to miss

3.1. *-al* — global, national, personal, official, musical, technological

-able — valuable, imaginable, acceptable, remarkable, replaceable

-ible — visible, admissible, horrible, defensible, possible

-ous — dangerous, nervous, furious, various, poisonous, humorous

-ent — present, magnificent, excellent, sufficient, efficient

3.2. 1. interchangeable (взаимозаменяемый); 2. intercontinental (межконтинентальный); 3. interdependent (взаимозависимый); 4. interdisciplinary (междисциплинарный); 5. intergovernmental (межправительственный); 6. international (международный); 7. interrelated (взаимосвязанный); 8. interconnected (взаимосвязанный); 9. intercultural (межкультурный); 10. interactive (интерактивный)

inter — меж, между, взаимно

3.3. 1. remarkable; 2. humorous; 3. defensible; 4. present; 5. Replaceable; 6. official; 7. various; 8. valuable; 9. horrible; 10. furious

3.4. 1. ecological; 2. industrial; 3. global; 4. Russian; 5. reasonable; 6. efficient; 7. environmental; 8. admissible; 9. responsible; 10. national

4.1. 725314

4.2. 2312311

4.3. 2133231

День 18

В этом уроке вы:

- сравните употребление причастий настоящего и прошедшего времени;
- познакомитесь с основными фразовыми глаголами *catch, take, get, see, run, stay*;
- разовьете комплексные лексико-грамматические навыки.

1. ПРИЧАСТИЯ: PARTICIPLE I И PARTICIPLE II

Причастие — это неличная форма глагола, сочетающая свойства глагола, прилагательного и наречия.

В английском языке есть два причастия:

- **Participle I**, или **Present Participle** — причастие настоящего времени;
- **Participle II**, или **Past Participle** — причастие прошедшего времени.

	Время	Активный залог	Пассивный залог
Participle I (Present Participle)	INDEFINITE — употребляется, когда действие причастия совпадает по времени с действием сказуемого.	Ving Do you know the woman helping Tom? Ты знаешь женщину, помогающую Тому?	being + V₃ Do you know the woman being helped by Tom? Ты знаешь женщину, которой помогает Том?
	PERFECT — употребляется, когда действие причастия предшествует действию сказуемого.	having + V₃ Having helped Tom, the woman went home. Оказав помощь Тому, женщина пошла домой.	having been + V₃ Having been helped , the woman went home. После того, как женщине помогли , она пошла домой.
PARTICIPLE II (Past Participle)	обозначает действие, которое испытывает на себе лицо или предмет, т.е. имеет пассивное значение.	—	V₃ We found the lost book. Мы нашли потерянную книгу.

Отрицательные формы причастия образуются постановкой частицы **not** перед причастием, например: **not wishing** — не желая, **not seen** — не видимый.

1.1. Выберите правильную форму глагола.

1. Do you know the woman _____ to Tom?

a) talked

b) talking

c) having talked

2. _____ her work, she went home.
a) finished b) finishing c) having finished
3. The road _____ the two villages is very narrow.
a) joined b) joining c) having joined
4. Most of the goods _____ in this factory are exported
a) made b) making c) having made
5. _____ nearly all our money, we couldn't stay in a hotel.
a) spent b) spending c) having spent
6. I was woken up by a bell _____.
a) rung b) ringing c) having rung
7. There were some children _____ in the river.
a) swum b) swimming c) having swum
8. A lot of people _____ to the party cannot come.
a) invited b) inviting c) having invited
9. _____ our tickets, we went into the theatre.
a) bought b) buying c) having bought
10. Everybody looked at the _____ girl.
a) danced b) dancing c) having danced
11. The window _____ in the storm last night has now been repaired.
a) broken b) breaking c) having broken
12. I saw a woman _____ in the corner on her own.
a) stood b) standing c) having stood
13. She was lying in the middle of the road, _____ for help.
a) cried b) crying c) having cried
14. _____ our meal, we went out.
a) Finished b) Finishing c) Having finished
15. He just sits around all day, _____ nothing.
a) done b) doing c) having done
16. Books _____ from the library must be returned in two weeks.
a) borrowed b) borrowing c) having borrowed
17. Not _____ what to do, she burst out crying.
a) known b) knowing c) having known
18. _____ hungry, I decided to make myself a sandwich.
a) felt b) feeling c) having felt
19. _____ dinner , they continued their journey.
a) had b) having c) having had
20. Emma was sitting in an armchair _____ a book.
a) read b) reading c) having read

1.2. Употребите правильную форму глагола в скобках.

1. A crowd of (excite) people stood (watch) the burning house.
2. "Why do you look so (worry)?" "I've had a number of (worry) telephone calls lately."
3. (Look) through some leaflets, I came across an interesting advertisement.
4. (Have) dinner, they continued their journey.
5. After hearing the (frighten) tale, the (frighten) children wouldn't go to sleep.
6. (Feel) tired, I went to bed early.

7. Some of my friends (invite) to the party could not come.
8. (Hear) this terrible noise, we stopped talking.
9. The woman (play) the piano is my mother.
10. The room (clean) by my sister looked very nice.
11. (Write) in a fascinating style, the story was approved by the editor.
12. (Write) his essay, the student made several mistakes.
13. (Write) the essay, the student went for a walk.
14. Be careful while (cross) the road.
15. (Not know) her address, we couldn't go to see her.

1.3. Употребите правильную форму глагола в скобках.

1. (Walk) along the street, I noticed several (break) cars.
2. It was such (excite) news. No wonder he spoke about it in an (excite) voice.
3. (Sit) near the fireplace, he drank a glass of wine.
4. (Find) a hotel, we looked for somewhere to have dinner.
5. The (frighten) child could not sleep all night because the tale was so (frighten).
6. (Be) unemployed, he didn't have any money.
7. I don't know what was in the (burn) letter. I didn't read it.
8. (Look) out of the window, he saw his mother watering the flowers.
9. The palace (surround) by hundreds of roses looked fantastic.
10. The trees (surround) the lake were very tall.
11. (Translate) by a professional, the poem preserved the style of the author.
12. (Sell) newspapers, he looked back from time to time, hoping to see his friends.
13. (Sell) all newspapers, he went to see his friends.
14. (Watch) the film, she fell asleep.
15. (Arrive) late, we missed the train.
16. Jim hurt his arm while (play) tennis.
17. The (lose) book was found at last.
18. (Not wish) to be late, he took a taxi.
19. The essay (write) without mistakes was approved by the teacher.
20. Students (speak) good English have an opportunity to study abroad.

1.4. Вставьте глаголы в пропуски, используя нужную форму причастия. Один из глаголов надо использовать дважды.

come	build	hold	make	break	follow	talk	carry	look	have
hide	begin	haunt	know	wear	wait	stare	prepare	get	

Just after midnight, Julian, Anne and their dog called Tommy arrived at the (1)_____ house, having first (2)_____ sure that no one would notice their absence. The house, (3)_____ in the seventeenth century, had been abandoned for several years and the (4)_____ windows stood (5)_____ like the eyes of a frightened ghost. Julian, (6)_____ by Anne and Tommy, took out his torch and pointed it towards the fence, (7)_____ for the gap which they had (8)_____ a few days earlier.

But how had their latest adventure (9)_____? Julian had been sitting in a cafe (10)_____ a drink when he overheard some men (11)_____ about hiding "the stuff" in an old house till things had quietened down. (12)_____ that the police were looking for drug traffickers in the area, Julian had followed the men to their car, (13)_____ sure to take down the number.

Julian, Anne and Tommy spent the next few evenings at the house, (14)_____ in one of the old stables next to the house, (15)_____ patiently for the arrival of the criminals. At last, their efforts were rewarded. They saw the lights of a car (16)_____ closer. When the car stopped, a man got out, (17)_____ what seemed to be a large parcel. A few seconds later they saw another figure (18)_____ out of the car, (19)_____ a long black overcoat and (20)_____ something in his hand that, in the darkness, looked like a gun.

2. УПОТРЕБЛЕНИЕ V / to V/ V-ing (повторение)

2.1. Выберите правильную форму глагола.

1. Ann was made _____ her suitcase.
a) to open b) opening c) open
2. He had a _____ arm
a) to break b) breaking c) broken
3. I remember _____ the door.
a) locking b) to lock c) locked
4. The coat is dirty. It needs _____.
a) to clean b) clean c) cleaning
5. I bought a new car instead of _____ to America.
a) to fly b) fly c) flying
6. He is looking forward to _____ them again.
a) see b) have seen c) seeing
7. She was busy _____ in the garden.
a) working b) to work c) worked
8. I don't enjoy _____ very much.
a) driving b) drive c) drove
9. I can't afford _____ tonight. I'm too tired.
a) gone out b) to go out c) go out
10. His mother made him _____ the room.
a) to clean b) cleaning c) clean
11. Has it stopped _____ yet?
a) rain b) rained c) raining
12. Can you remind me _____ some coffee?
a) to buy b) buy c) having bought
13. Why do you keep _____ me questions?
a) being asked b) asked c) asking
14. I refuse _____ his questions.
a) to answer b) answer c) having answered
15. I've enjoyed _____ them.
a) meet b) meeting c) being met
16. She spoke in an _____ voice.
a) exciting b) excited c) excite
17. He is against _____ the discussion of this question.
a) postpone b) having postpone c) postponing
18. I can't stand _____ here any more.
a) work b) being work c) working
19. They translate a story into English without _____ a dictionary.
a) to use b) use c) using
20. _____ in that country all his life, he knew it very well.
a) Having lived b) Being lived c) Live

2.2. Прочитайте текст и употребите правильную форму глагола в скобках.

Whatever else Christmas may (1)(stand for), one thing it still means is (2)(eat). Christmas has traditionally been a time of the year when people have tried (3)(cheer) themselves up during the cold months of winter. Last year more than 10 million turkeys were bought in Britain alone during the festive season (4)(satisfy) the nation's appetite. Health experts may continue (5)(complain) about all this self-indulgence, but they fail (6)(realise) that there is nothing new about feasting (7)(practice) by people at this time of the year. The Roman Saturnalia, which was a festival in honour of the god of agriculture, started on 19 December. Among other things, the Saturnalia involved (8)(light) candles and (9)(give) gifts. People who had spent the whole year (10)(save) money suddenly became extravagant. In addition to (11)(exchange) gifts, this time of the year was also an occasion for masters and slaves alike (12)(eat) excessively. At one Saturnalia feast an emperor spent the equivalent of \$ 900,000 on a dinner for twelve guests (13)(make) up of delicious food. So, when mealtime comes round on 25 December, there's no point in (14)(have) a guilty conscience. In fact the occasional seasonal feast may promote good health and stop year-round (15)(overeat).

3. ФРАЗОВЫЕ ГЛАГОЛЫ

Фразовые глаголы catch и take

3.1. Вставьте слова из рамки в предложения и переведите их на русский язык.

after	off	on	over	to	up (x3)
-------	-----	----	------	----	---------

1. Collecting stamps takes _____ a lot of time.
2. This game has recently caught _____ with young people. They are really crazy about it.
3. It was the hobby that took _____ my life.
4. His singing career has just begun to take _____.
5. I took _____ going for a walk in the morning. It's so relaxing!
6. They've just gone fishing. If you hurry, you'll catch _____ with them at the bridge.
7. Guess what! Chris has taken _____ photography.
8. Both my sister and I take _____ our father. We have the same interests and hobbies.

Фразовые глаголы get и see

3.2. Вставьте слова из рамки в предложения и переведите их на русский язык.

around (x2)	back	in	off (x2)	on	to
-------------	------	----	----------	----	----

1. We all went to the station to see my grandmother _____.
2. I think we got _____ the wrong bus.
3. What do you think is the best way of getting _____ Britain?
4. When will your parents get _____ from the USA?
5. You'd better pack our luggage and I'll see _____ the tickets.
6. (on a bus) You should get _____ at Hove Town Hall.
7. They'll soon be here. The London train gets _____ at 10.05.
8. What a beautiful castle! I'd like to see _____ it.

Фразовые глаголы run и stay

3.3. Вставьте слова из рамки в предложения и переведите их на русский язык.

across	at	away	into	out of	over (x2)	up	with
--------	----	------	------	--------	-----------	----	------

1. When I travel to Great Britain, I stay either _____ a hotel or _____ my relatives.
2. Our dog had a narrow escape yesterday when it was nearly run _____ by a car.
3. I wanted to buy some souvenirs but unfortunately I ran _____ money.
4. We stayed _____ late to watch a film.
5. I nearly ran _____ my teacher at the supermarket yesterday,
6. Around 77,000 children under 16 run _____ from home every year.
7. It's getting late. Do you want to stay _____?
8. While I was in London, I ran _____ my old friend.

4. КОМПЛЕКСНЫЕ ЛЕКСИКО-ГРАММАТИЧЕСКИЕ НАВЫКИ

4.1. Прочитайте текст и преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

Things that Go Bump in the Night

It was quite late on a Friday night. Bill and Lora were having supper in their new house. They (1)_____ much notice when they heard some noise in the house next door.

NOT TAKE

From the windows they (2)_____ see figures in the front garden.

CAN

Bill and Lora assumed that their neighbours (3)_____ some sort of party.

HAVE

'That's all right,' said Ben. 'Our neighbours (4)_____ big parties.'

NOT LIKE

'Yes, I agree,' answered his wife. 'I am sure they (5)_____ us long.' Not long after, they heard the front door shut and the house went very quiet.

NOT DISTURB

Bill and Lora went to bed and forgot all about it. At breakfast early the next day, they heard someone (6)_____ loudly.

SHOUT

Their neighbours arrived back home and discovered that some thieves (7)_____ all their furniture and valuables from the house.

TAKE

4.2. Прочитайте текст и преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Need for Protection

Thanks to the Internet, we are now living in a (1)_____ village. We have more information about other countries than ever before.

GLOBE

We know as much about the situation in the US as in Russia. (2)_____ which is produced in one country will affect other countries, too. **POLLUTE**

For example, nuclear power is not (3)_____ only for one country but is an international problem. **DANGER**

If we do not take action soon, the (4)_____ of a nuclear disaster is very real. **POSSIBLE**

We should all (5)_____ our rubbish — not hope 'green' people will do it for us. **CYCLE**

Some people think natural resources will go on forever, but they are (6)_____. We all have an obligation to protect the environment. **REPLACE**

4.3. Прочитайте текст с пропусками, обозначенными номерами 1—7. Эти номера соответствуют заданиям 1—7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Dolphin Cove

The day is hot and humid; uncomfortable, so we move to sit in a shaded area. Waiting for the coach to pick us (1)_____, I read my book but unfortunately I feel unwell. Hoping that it will pass before we arrive (2)_____ dolphin cove I read to take my mind elsewhere.

Rebecca sits next to her Dad on the journey. A young couple sit close by and chat to us along the way. I notice how much the boy reminds me of my nephew, just an older version of him. Having got off the coach, we (3)_____ off towards the beach and Rebecca enjoys a paddle in the sea.

A while later it is time for me to join my group at the edge of the cove. Rebecca is reluctant to let me go, becoming miserable and wanting to go home. She is upset at the (4)_____ of having to wait.

As for me, I can't wait to get into the water. Swimming over to the far side, refreshing cool water washes over me. Two dolphins appear in the cove weaving through the water. We form a line and they come up in front of us balancing on their tails, fins flapping. It's amazing being so close. I am overwhelmed, smiling and laughing at the performance they are displaying for us. Now it's my (5)_____ to swim. I latch my hands on to their fins feeling their strength as they pull me with force through the water, (6)_____ on a great ride with intensity.

To experience this was something I only dreamt of and never in my wildest dreams did I think it would become a fantastic opportunity. I feel so honoured to be with these magnificent creatures in the sea. We are all asked if we would like to participate in the next encounter of being lifted by our feet out of the water. Definitely, I'll give that a (7)_____! A phenomenal privilege: an hour of my life which I will never forget.

- | | | | |
|--------------------|-----------------|----------------|----------------|
| 1. 1) on | 2) out | 3) over | 4) up |
| 2. 1) in | 2) to | 3) at | 4) on |
| 3. 1) take | 2) carry | 3) head | 4) turn |
| 4. 1) prospect | 2) prospectus | 3) prospective | 4) perspective |
| 5. 1) queue | 2) turn | 3) try | 4) trial |
| 6. 1) encountering | 2) entertaining | 3) embracing | 4) embarking |
| 7. 1) do | 2) go | 3) make | 4) turn |

ПРОВЕРЬ СЕБЯ

1.1. 1. b; 2. c; 3. b; 4. a; 5. c; 6. b; 7. b; 8. a; 9. c; 10. b; 11. a; 12. b; 13. b; 14. c; 15. b; 16. a; 17. b; 18 b; 19. c; 20. b

1.2. 1. excited, watching; 2. worried, worrying; 3. looking; 4. having had; 5. frightening, frightened; 6. feeling; 7. invited; 8. hearing; 9. playing; 10. cleaned; 11. written; 12. writing; 13. having written; 14. crossing; 15. not knowing

1.3. 1. walking, broken; 2. exciting, excited; 3. sitting; 4. having found; 5. frightened, frightening; 6. being; 7. burnt; 8. looking out; 9. surrounded; 10. surrounding; 11. translated; 12. selling; 13. having sold; 14. watching; 15. having arrived; 16. playing; 17. lost; 18. not wishing; 19. written; 20. speaking

1.4. 1. haunted; 2. made; 3. built; 4. broken; 5. staring; 6. followed; 7. looking; 8. prepared; 9. begun; 10. having; 11. talking; 12. knowing; 13. making; 14. hiding; 15. waiting; 16. coming; 17. carrying; 18. getting; 19. wearing; 20. holding

2.1. 1. a; 2. c; 3. a; 4. c; 5. c; 6. c; 7. a; 8. a; 9. b; 10. c; 11. c; 12. a; 13. c; 14. a; 15. b; 16. b; 17. c; 18. c; 19. c; 20. a

2.2. 1. stand for; 2. eating; 3. to cheer; 4. to satisfy; 5. complaining/to complain; 6. to realise; 7. practiced; 8. lighting; 9. giving; 10. saving; 11. exchanging; 12. to eat; 13. made; 14. having; 15. overeating

3.1. 1. up; 2. on; 3. over; 4. off; 5. to; 6. up; 7. up; 8. after

3.2. 1. off; 2. on; 3. around; 4. back; 5. to; 6. off; 7.in; 8. around

3.3. 1. at, with; 2. over; 3. out of; 4. up; 5. into; 6. away; 7. over; 8. across

4.1. 1. didn't take; 2. could; 3. were having; 4. dislike; 5. won't disturb; 6. shouting; 7. had taken

4.2. 1. global; 2. pollution; 3. dangerous; 4. possibility; 5. recycle; 6. irreplaceable

4.3. 4331242

День 19

В этом уроке вы:

- узнаете, какие слова сочетаются с глаголами *make/do u have/take*;
- разовьете навыки образования слов с помощью префиксов *un, in, im, re, dis, mis*;
- напишете письмо другу и сочинение по предложенной проблеме.

1. ГЛАГОЛЫ MAKE И DO

Перед тем как приступить к выполнению упражнений, запомните слова, с которыми сочетаются глаголы *make* и *do*.

DO	MAKE
1. a crossword	1. a bargain
2. a favour	2. a cake/pizza
3. a job	3. a choice
4. a lot of damage	4. a complaint
5. a service	5. a compliment
6. a subject at school	6. a contribution to
7. a translation	7. a decision
8. an examination	8. a difference
9. an exercise	9. a discovery
10. an experiment	10. a fool of
11. badly/well	11. a fortune
12. business	12. a guess
13. harm/good	13. a living
14. justice	14. a loss
15. lessons	15. a mess
16. miracles/wonders	16. a mistake
17. one's best/worst	17. a phone call
18. one's duty	18. a profit
19. one's hair/teeth	19. a promise
20. one's homework	20. a request
21. repairs	21. a reservation
22. research	22. a suggestion
23. right/wrong	23. a speech
24. someone a good turn	24. a trip/journey
25. sth for a living	25. a will
26. the housework	26. an appointment
27. the shopping	27. an arrangement
28. the washing -up	28. an attempt
	29. an effort
	30. an example of smb
	31. an exception
	32. an excuse (for)
	33. an impression
	34. an offer
	35. certain/sure
	36. ends meet
	37. friends (with sb)
	38. fun of sb/sth
	39. marks on the wall
	40. matters/things worse
	41. money
	42. noise
	43. one's way back/home
	44. peace/war
	45. preparations
	46. progress
	47. sense
	48. time (for)
	49. the bed
	50. (the best) use of
	51. the most/best (of sth)
	52. the/some coffee
	53. trouble
	54. up one's mind
	55. way for
	56. yourself at home

1.1. Закройте таблицу и заполните пропуски глаголом *do* или *make*.

- | | | |
|-----------------------|-------------------------------|-------------------------|
| 1. _____ one's best | 12. _____ a service | 23. _____ badly/well |
| 2. _____ a cake/pizza | 13. _____ a speech | 24. _____ business |
| 3. _____ a choice | 14. _____ a subject at school | 25. _____ damage |
| 4. _____ a crossword | 15. _____ a translation | 26. _____ fun of sb/sth |
| 5. _____ a discovery | 16. _____ a will | 27. _____ harm/good |
| 6. _____ a favour | 17. _____ an arrangement | 28. _____ homework |
| 7. _____ a job | 18. _____ an attempt/effort | 29. _____ miracles |
| 8. _____ a loss | 19. _____ an examination | 30. _____ money |
| 9. _____ a mess | 20. _____ an excuse | 31. _____ noise |
| 10. _____ a mistake | 21. _____ an exercise | 32. _____ progress |
| 11. _____ a profit | 22. _____ an offer | 33. _____ research |

1.2. Вставьте глаголы *do* или *make* в правильной форме.

1. Don't forget to _____ your teeth before you go to bed.
2. Exercise can _____ a big difference to your health.
3. He finds it difficult to _____ friends.
4. I hate _____ housework.
5. I'd like to _____ an appointment with Doctor Evans, please.
6. I've _____ a complaint to the police about the noise.
7. _____ certain that we have enough juice for the party.
8. You _____ the washing-up and I'll do the drying.
9. Many students are finding it difficult to _____ ends meet.
10. Scientists are planning to _____ experiments to test the effectiveness of the new drug.
11. She has had to _____ some very difficult decisions.
12. What do you _____ for a living?
13. _____ yourself at home while I go and find those photographs.

1.3. Прочитайте текст о влиянии техники на подростков и вставьте глаголы *do* и *make* в правильной форме.

Many experts point out that technology has put new emphasis on writing. Nowadays teens are increasingly using their mobiles and computers for communicating. They use a new form of their language, which affects their writing abilities. Special research, which has been (1) _____ recently, shows that teens who regularly use text messaging (2) _____ more mistakes in writing.

Technology makes teens lazy. Many teenagers rely on technology to do all their work and some of them can't even (3) _____ simple maths without a calculator. Another bad effect of using technology is addiction. Computer addicts don't (4) _____ their homework properly and neglect their everyday duties. To avoid this, parents ought to (5) _____ sure that social networking and chatting happen after homework is over, or at timed intervals.

Excessive computer use can result in obesity since fats are not removed from the body. Parents don't always (6) _____ an effort to promote more physical activities for their children, and teens sink deeper into the life of physical inactivity. To (7) _____ matters worse, radiation from mobile phones, TV and computer screens (8) _____ harm to teens' health leading to serious diseases. That is why it (9) _____ sense for parents to limit the time teens spend using technology and increase the time for sports activities. We shouldn't reject technology. We should know how to (10) _____ the best use of it.

2. ГЛАГОЛЫ HAVE И TAKE

Перед тем как приступить к выполнению упражнений, запомните слова, с которыми сочетаются глаголы *have* и *take*.

HAVE	TAKE	HAVE/TAKE
1. (an) experience	1. a decision	1. (no/an) interest in
2. a chat	2. a deep/long breath	2. a seat
3. a dance	3. a message	3. a bath/a shower
4. a dream	4. a photo(graph)/ a picture	4. a break
5. a drink	5. a pill	5. a chance
6. a headache/toothache	6. a risk	6. a guess
7. a lesson	7. a taxi	7. a holiday
8. a meal	8. a test/an exam	8. a look (at)
9. a meeting	9. action	9. a nap
10. a party/celebration	10. advantage of	10. a rest/break
11. a picnic	11. an exam	11. a swim
12. a quarrel	12. care (of)	12. a walk
13. a say	13. measures	13. control of/over
14. a smoke	14. no notice of	14. responsibility (for)
15. a talk	15. one's medicine	15. time
16. a try/a go	16. orders	
17. a word	17. part in	
18. an accident	18. pity	
19. an argument	19. place	
20. an effect on smb	20. power	
21. an operation	21. pride in	
22. confidence in	22. smb's advice	
23. difficulty in	23. sth for granted	
24. dinner/lunch, etc.	24. sth into account	
25. fun	25. take one's chance	
26. no idea (of)	26. the bus/train/metro, etc.	
27. no intention of	27. the lead	
28. no respect for	28. the trouble	
29. something to eat	29. turns	
30. trouble with		

2.1. Закройте таблицу и заполните пропуски глаголом *have* или *take*.

- | | | |
|------------------------|--------------------------|---------------------------|
| 1. _____ the trouble | 14. _____ a picnic | 27. _____ care of |
| 2. _____ the lead | 15. _____ a photo(graph) | 28. _____ a chat |
| 3. _____ a dance | 16. _____ a party | 29. _____ (an) experience |
| 4. _____ a decision | 17. _____ a message | 30. _____ a pill |
| 5. _____ a deep breath | 18. _____ a lesson | 31. _____ dinner/lunch |
| 6. _____ a try | 19. _____ an argument | 32. _____ fun |
| 7. _____ a taxi | 20. _____ a word | 33. _____ one's medicine |
| 8. _____ a talk | 21. _____ an accident | 34. _____ power |
| 9. _____ a smoke | 22. _____ place | 35. _____ turns |
| 10. _____ action | 23. _____ pity | 36. _____ sth to eat |
| 11. _____ say | 24. _____ a drink | 37. _____ the bus/train |
| 12. _____ a risk | 25. _____ an operation | 38. _____ a pill |
| 13. _____ a quarrel | 26. _____ part in | 39. _____ an effect |

2.2. Вставьте глаголы *have* и *take* в правильной форме.

- Mr. Jackson, can I _____ a word with you, please. It's very important.
- Could you _____ care of my hamster while I'm on holiday. please?
- My parents' divorce _____ a big effect on me.
- They were always together so I just _____ it for granted that they were married.

5. Choosing a future career, we should _____ into account our preferences and abilities.
6. I'm absolutely free today. Let's _____ dinner together.
7. James _____ an accident at work and had to go to hospital.
8. I _____ no trouble finding the address on the Internet.
9. We _____ great pride in Russia's scientific achievements.
10. We were late for the train so we _____ a taxi.
11. It's a pity that my father _____ no notice of my hobby.
12. Unfortunately, many tourists _____ no respect for the countries they visit.
13. Susan _____ a deep breath and started to speak.
14. Last year I _____ part in different competitions.
15. The 2014 Winter Olympics _____ place in Russia.

2.3. Прочитайте текст об экологических проблемах и вставьте глаголы *have* или *take* в правильной форме.

Green woods with animals, insects, mushrooms, berries and fresh water with fish in it is something we (1)_____ for granted today. Nevertheless, natural resources are not endless, and if we don't (2)_____ action now, soon we will (3)_____ difficulty finding blueberries in the forest or a glass of clean water to drink. Scientists are still (4)_____ an argument, being unable to point out the main threats to the environment. Now it's time we (5)_____ a decision!

We want everyone to (6)_____ part in protecting our environment. By (7)_____ advantage of our knowledge and our experiences we'll steadily improve our environmental work. First of all, we should (8)_____ control of factories and plants that pour their waste into rivers and lakes. They must (9)_____ responsibility for treating the waste they produce. Secondly, we must (10)_____ measures to stop the destruction of our environment. Most people (11)_____ no idea how many trees are cut down annually to make furniture or paper. However, deforestation may (12)_____ a negative effect on the climate of our planet. Furthermore, people (13)_____ no respect for animals killing them for their meat, skin or fur. If we (14)_____ no notice of all these violent actions and misuse our natural resources, we will finally (15)_____ trouble living on Earth!

3. СЛОВООБРАЗОВАНИЕ — ПРЕФИКСЫ

3.1. Образуйте однокоренные слова, используя префиксы, и разбейте их по категориям.

Accessible, adventure, lawful, credit, modest, live, acceptable, like, certain, comparable, name, reasonable, trust, precise, curious, marry, successful, satisfied, decisive, new, prudent, conduct, fashionable, belief, pay, distinct, print, close, take, search, humane, probable, leading, happy.

Префиксы	un-	in-	im-	re-	mis -	dis-
Однокоренные слова		<i>inaccessible</i>				

3.2. Используя префиксы, преобразуйте слова напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию предложений. Заполните пропуски полученными словами. Переведите предложения на русский язык.

1. Large-scale protests against the _____ *measures* took place last week. **POPULAR**
2. Your room is old. It needs _____. **DECORATING**
3. They've been _____ friends since they met two years ago. **SEPARABLE**

4. This is an _____ diet for a growing teenager.
5. He was _____ for three days after the accident.
6. Teenagers sometimes _____ at school.
7. It was _____ of her to tell lies like that.
8. Many people think that water resources are _____. That's not true!
9. Your foreign passport is _____ without a visa.
10. If this exercise causes _____, stop doing it.

**PROPER
CONSCIOUS
BEHAVE
MORAL
LIMITED**

**VALID
COMFORT**

3.3. Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Corporal punishment used to be an official form of punishment students for their (1)_____. Supporters of school corporal punishment argue that it provided an immediate response to (2)_____. Children knew that if they (3)_____, they would get the cane. In fact, it was a legalized beating of a child that is why many countries abolished this form of punishment as totally (4)_____. Although there is no explicit prohibition of corporal punishment in schools, it is considered (5)_____. However, a survey of more than 6000 teachers, made by the Times, found that one in five teachers would like to see the cane (6)_____ in UK schools. The survey results reflect teachers' frustration about the lack of options they have to discipline children. (7)_____ teachers have absolutely no ways to oppose (8)_____ and violent behaviour. Although many of them agree that corporal punishment is (9)_____ in modern society, they are (10)_____ about the present-day atmosphere in schools and their (11)_____ to protect their own rights.

CONDUCT

**DISCIPLINE
BEHAVED**

**APPROPRIATE
LAWFUL**

INTRODUCED

**FORTUNATE
MORAL
ACCEPTABLE
HAPPY
ABILITY**

4. РАЗВИТИЕ НАВЫКА ПИСЬМА

4.1. You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend, who writes:

... We moved to a new house a few weeks ago and I changed school. At first I was a bit afraid but I made new friends sooner than I expected. And what about you? Have you got many friends at school? Do you enjoy studying there? What are your favourite subjects? Why do you like them?

Well, it's time for my music lesson. Drop me a line when you can.

Lots of love,

Emily

Write a letter to Emily.

In your letter

- answer her questions
- ask **3 questions** about her preferences in music

Write **100 — 140 words**.

Remember the rules of letter writing.

4.2. You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Paul, who writes:

....I'm getting ready for my A-levels at the moment. It's rather difficult for me to remember all the necessary facts and figures. And when do you have exams in Russia? Do you find it easy to revise? Do you study at night? Is there any advice you could give me?

And another thing! My parents say you could come and visit us in summer. Would you like to? ...

Write back to Paul.

In your letter

- answer his questions
- ask **3 questions** about your trip to England.

Write **100 — 140 words**.

Remember the rules of letter writing.

4.3. You have 60 minutes to do this task.

Comment on the following statement.

Some people believe that modern teenagers are really awful. However, most teenagers think that they are criticised for no reason.

What is your opinion? Do you agree that teens are really so bad?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

4.4. You have 40 minutes to do this task.

Comment on the following statement.

The Internet has become one of the most popular ways of communication. However, is it really as good as it seems to be?

What is your attitude towards the Internet?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

ПРОВЕРЬ СЕБЯ

1.1. 1. do; 2. make; 3. make; 4. do; 5. make; 6. do; 7. do; 8. make; 9. make; 10. make; 11. make; 12. do; 13. make; 14. do; 15. do; 16. make; 17. make; 18. make; 19. do; 20. make; 21. do; 22. make; 23. do; 24. do; 25. do; 26. make; 27. do; 28. do; 29. do; 30. make; 31. make; 32. make; 33. do

1.2. 1. do; 2. make; 3. make; 4. doing; 5. make; 6. made; 7. Make; 8. do; 9. make; 10. do; 11. make; 12. do; 13. Make

1.3. 1. done; 2. make; 3. do; 4. do; 5. make; 6. make; 7. make; 8. does; 9. makes; 10. make

2.1. 1. take; 2. take; 3. have; 4. take; 5. take; 6. have; 7. take; 8. have; 9. have; 10. take; 11. have; 12. take; 13. have; 14. have; 15. take; 16. have; 17. take; 18. have; 19. have; 20. have; 21. have; 22. take; 23. take; 24. have; 25. have; 26. take; 27. take; 28. have; 29. have; 30. take; 31. have; 32. have; 33. take; 34. take; 35. take; 36. have; 37. take; 38. take; 39. have

2.2. 1. have; 2. take; 3. had; 4. took; 5. take; 6. have; 7. had; 8. had; 9. take; 10. took; 11. takes; 12. have; 13. took; 14. took; 15. will take

2.3. 1. take; 2. take; 3. have; 4. having; 5. took; 6. take; 7. taking; 8. take; 9. take/have; 10. take; 11. have; 12. have; 13. have; 14. take; 15. have

3.1. *un* — unlawful, unacceptable, uncertain, unreasonable, unsuccessful, unfashionable, unhappy

in — inaccessible, incomparable, incurious, indecisive, indistinct, inhumane

im — immodest, imprecise, imprudent, imprint, improbable

re — relive, rename, remarry, renew, repay, research

mis — misadventure, mistrust, misconduct, mistake, misleading

dis — discredit, dislike, distrust, dissatisfied, disbelief, disclose

3.2. 1. unpopular; 2. redecorating; 3. inseparable; 4. improper; 5. unconscious; 6. misbehave; 7. immoral; 8. unlimited; 9. invalid; 10. discomfort

3.3. 1. misconduct; 2. indiscipline; 3. misbehaved; 4. inappropriate; 5. unlawful; 6. re-introduced; 7. unfortunate; 8. immoral; 9. unacceptable; 10. unhappy; 11. inability

4.1. (*Возможный вариант ответа*)

Novgorod

Russia

20/04/12

Dear Emily,

Thank you for your letter. It was great to hear about your new house and your new school!

Well, my school is very big and it has wonderful sports facilities. The teachers are really helpful and I enjoy studying there. My favourite subjects are English and Literature because I am fond of reading. Learning English helps me to read books in the original. As for the students in my class, they are very friendly. I've got lots of friends and we often meet after classes.

Anyway, what instrument do you play? What is your favourite music style? Have you got any favourite bands? Would you like to go to their concert?

Sorry, I have to go now. Mum wants me to help with the housework. Take care and stay in touch!

Lots of love,

Ann

4.2. (*Возможный вариант ответа*)

St. Petersburg

Russia

18/05/12

Dear Paul,

Thanks a lot for your letter. It was kind of you to invite me to stay with your family in summer!

Don't worry about your exams. I'm sure you'll pass them with flying colours. In Russia, we have State Exams in June and it's rather difficult to prepare for them, too. I usually work hard but I don't study at night as I find it useless. I think the best way of revision is to study with your friend. It's easier for me to remember facts and figures when I talk about them.

By the way, what clothes shall I bring? How much money should I take? Will we be able to travel round Great Britain?

Anyway, we'll have a wonderful time together. Can't wait to see you!
Write back!
Yours,
Ivan

4.3. *(Возможный вариант ответа)*

It is often believed that today's teenagers are much worse than they used to be in the past. However, I doubt that they are really as bad as they are thought to be.

To my mind, there are no reasonable grounds for criticising teenagers. To start with, nowadays more teenagers leave school with good qualifications and go to universities than ever before. There are millions of young people who achieve great things and become successful. In addition, lots of teens do household chores or look after their younger siblings. Moreover, a growing number of teenagers take part in different sports competitions and win medals.

Nevertheless, many adults criticise teens for having bad habits like smoking, drinking or taking drugs. They also claim that modern teenagers show no respect to adults and are often cruel and aggressive.

In my opinion, it is unfair that all teenagers are being labelled as problem. Not everyone who is a teenager smokes, drinks or takes drugs. More than that, very few of them think it is clever to go out and start fighting. There are some rebellious teenage subcultures, but they are opposed to the materialism in the society. In fact, most teens think about changing the world for the better.

To sum up, I suppose that the main reason for such unjust attitude to teenagers is the generation gap. Although I can agree that not all teens are ideal, I am sure that by and large they are no worse than their parents.

4.4. *(Возможный вариант ответа)*

We live in the age of information technology and nowadays the Internet is nearly as common as the telephone. However, some people consider the Internet one of the greatest evils of our time.

In my opinion, the Internet offers people excellent opportunities for communication. To begin with, it is much cheaper and faster to send an email to another country than a letter. Besides, with the Internet, it is now possible to speak to relatives and friends living abroad almost free of charge as you only have to pay for the Internet connection. Finally, Internet forums and chat rooms allow us to find like-minded friends from all over the world.

Nevertheless, there are people who consider the Internet a real danger for society because teenagers often spend all their free time on the Net neglecting their schoolwork and everyday duties. Another concern is lack of privacy as hackers can read your emails or steal some private information from your computer.

As for me, I suppose that the Internet is no more addictive than watching TV or playing computer games. More than that, it actually helps us to do our work quicker and better. In addition, the progress in software development will allow us to keep our information safe from interference.

In conclusion, I strongly believe that despite the criticism from some people and the fears of others, the Internet seems to have changed our world for the better and we must try to make the best use of it.

День 20. Повторение

В этом уроке вы:

- закрепите навыки аудирования и чтения;
- используете изученный лексико-грамматический материал практически;
- напишете письмо другу и сочинение по предложенной проблеме.

Раздел 1. АУДИРОВАНИЕ

B1 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. My room closely corresponds to my character.
2. I haven't got a room of my own.
3. My room is a reflection of my interests.
4. I want my room to be appreciated.
5. My room is full of souvenirs.
6. I don't spend much time in my room.
7. My room is a place for relaxation.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор друзей. Определите, какие из приведённых утверждений **A1—A7** 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**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 Scientists have come up with a new model of a mobile phone.

- 1) True 2) False 3) Not stated

A2 There is no sufficient data on how people use their mobile phones.

- 1) True 2) False 3) Not stated

A3 Device Analyser monitors people's actions with mobile phones.

- 1) True 2) False 3) Not stated

A4 Scientists use personal information for their studies.

- 1) True 2) False 3) Not stated

A5 The collected data will be secret.

- [illegible]

A6 People can download Device Analyser from the website free of charge.

- 1) True 2) False 3) Not stated

A7 Dan downloaded Device Analyser a week ago.

- 1) True 2) False 3) Not stated

Вы услышите интервью с комедийным актером Джеффом Грином. В заданиях A8—A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8 Jeff Green

- 1) is the youngest in the family.
- 2) comes from a happy family.
- 3) is always anxious.

A9 When Jeff Green started his career,

- 1) 50 % of jokes were about women.
- 2) no one told jokes about women.
- 3) he didn't tell jokes about women.

A10 The job of a comedian implies

- 1) working with other comedians.
- 2) spending much time alone.
- 3) spending little time travelling.

A11 Jeff Green is away from home

- 1) every five weeks.
- 2) five days a week.
- 3) 35 days a year.

A12 Jeff Green have not performed in

- 1) Europe.
- 2) America.
- 3) China.

A13 When Jeff Green performs in other countries, he usually

- 1) changes references such as Tesco to some local brand.
- 2) spends much time explaining English jokes to the audience.
- 3) doesn't change the material of the show.

A14 Before going on stage, Jeff Green

- 1) remembers his first few moments on stage.
- 2) mentally rehearses all his show.
- 3) imagines how he'll catch up with the audience.

Раздел 2. ЧТЕНИЕ

B2	<i>Установите соответствие между заголовками 1 — 8 и текстами А — G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.</i>
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- | | |
|-----------------------------------|-------------------------------|
| 1. Carefully Preserved | 5. The Oldest Town |
| 2. The Emblem with an Animal | 6. The Religious Centre |
| 3. The City of Brides | 7. The Market Town |
| 4. The Cradle of the Tsar Dynasty | 8. The Home Town of an Artist |

A. Sergiev Posad was built around the Trinity Monastery of St. Sergius. Dating back to 1340, the monastery is one of Russia's most important historical landmarks. The town possesses a variety of 12th-17th century buildings and visitors today still get a real feeling of Medieval Russia. The dominating structure of the monastery is the massive, blue-domed and gold-starred Assumption cathedral, built in the 16th century. Adjacent is the tomb of Boris Godunov and his family. The monastery is still a place of spiritual pilgrimage.

B. Rostov Velikiy (Rostov the Great) is an ancient Russian town located on the 'Nero' lake. The history of this place started four thousand years ago, when the first tribes stayed next to the lake. Until the 11th century the territory of Rostov was inhabited by the Finn-Ugors 'Meryans' people, and the town was founded by them. Rostov was first mentioned in Russian chronicles in 862. It is a sleepy town with some magnificent buildings. The focal point of the town is the Kremlin. Its churches are good examples of ancient Russian architecture.

C. The name of Suzdal appeared in the annals for the first time in 1024. The first stone church was built here in the 12th century. In Suzdal there are 33 churches, 5 monasteries, 7 chapels and no modern construction in the centre of the town. Suzdal is officially protected from industry, and the old architecture and buildings are kept intact. Suzdal is the town that was awarded The Golden Apple Prize for preservation of its architectural ensemble and tourist development in the area.

D. Ples is a small town located in a picturesque area on the banks of the river Volga. It is an ideal place for a picnic or a walking tour, fishing or boat trips. There you can take a traditional Russian steam bath (called "banya"), have an opportunity to learn the art of Russian cooking or enjoy painting classes. Ivan Levitan lived in Ples and was inspired by the local nature to paint his famous landscapes. Activities in the area include visits to Levitan's museum and the museum of medieval Russian family life.

E. Kostroma, originated in the 12th century, is situated on the left bank of the river Volga. In 1613, Mikhail Romanov came to Kostroma with his mother, a nun, called Marfa. They were hiding from Poles and numerous other groups of outlaws, who were roaming Russia at the time. After daylong talks with his mother, who was against the idea of her son ruling the country, Mikhail finally consented to take the crown and thus became the first Tsar of the Romanov dynasty.

F. Yaroslavl is a large, quiet old town, which is much more metropolitan than the other cities of the Golden Ring. The main place of interest is the monastery, founded in the 12th century. The town itself was founded in 1010. According to legend, Yaroslavl the Wise wanted to have a trading town in this area. However, the locals responded by sending a sacred bear to stop him. Yaroslavl was not afraid of the bear and killed it with an axe. Then he founded a town on this spot and the symbol of the bear was included in his coat of arms.

G. The village of Ivanovo was first mentioned in Russian chronicles in 1561. The inhabitants were fishing, hunting and trading, but their main occupation was making cloths. The first cloth manufacture was built in the village in 1741 by a peasant who made a fortune from selling home-made cloths. That's when the glory of Ivanovo took off: the village started to sell its fabrics all over Russia. Ivanovo is still one of the main textile centres of Russia. Interestingly, there are more women than men in the city as they all work in the textile industry.

A	B	C	D	E	F	G

B3	<i>Прочитайте текст и заполните пропуски A—F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.</i>
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The Pyramid's Chamber of Secrets

The pyramid is thought to have been built (A) _____. It is the last of the seven wonders of the ancient world still standing. It contains three main chambers: the Queen's Chamber, the Grand Gallery and the King's Chamber, (B) _____. Strangely, though, there are two tunnels, about 20 centimetres by 20 centimetres, that extend from the north and south walls of the Queen's Chamber and stop at stone doors (C) _____.

The function of these tunnels and doors is unknown, but some believe that one or both could lead to a secret chamber. Several attempts have been made to explore the tunnels using robots. In 1993, a robot crawled some 63 metres up the tunnel in the south wall and discovered (D) _____. Metal is not part of any other known structure in the pyramid, and the discovery ignited speculation that the pins were door handles, keys or even parts of a power supply constructed by aliens.

Now a robot designed by engineer Rob Richardson from the University of Leeds, UK, has crawled up the tunnel carrying a bendy "micro snake" camera that can see around corners.

As the camera can see around corners, the back of the stone door has been observed for the first time, scotching the more fanciful theories about the metal pins. The pictures from behind the pins show that they end in small, beautifully made loops, indicating that they were more likely ornamental rather than electrical connections. Also, the back of the 'door' is polished so it must have been important. It doesn't look like it was a rough piece of stone used to stop debris getting into the shaft.

Images sent back by the camera have revealed hieroglyphs written in red paint and lines in the stone that could be marks left by stone masons (E) _____. "If these hieroglyphs could be deciphered, they could help Egyptologists work out (F) _____," says Richardson.

1. why these mysterious shafts were built
2. as a tomb for the pharaoh Khufu
3. when the chamber was being carved
4. before they reach the outside of the pyramid
5. that their function is symbolic
6. what appeared to be a small stone door set with metal pins
7. which has two air shafts connecting it with the outside world

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15—A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Kenelm Jerton entered the dining-hall of the Golden Galleon Hotel in the full crush of the luncheon hour. Nearly every seat was occupied, and small additional tables had been brought in to accommodate latecomers. Jerton was beckoned by a waiter to the only vacant table and took his seat with the uncomfortable and wholly groundless idea that nearly everyone in the room was staring at him. He was a youngish man of ordinary appearance, quiet of dress and unobtrusive of manner, and he could never wholly rid himself of the idea that a fierce light of public scrutiny beat on him as though he had been a notability or a hard nut. After he had ordered his lunch, there came the unavoidable interval of waiting, with nothing to do but to stare at the flower-vase on his table.

“What is the name of these roses?” he asked the waiter. The waiter was frankly ignorant as to the specific name of the roses.

“*Amy Sylvester Partington*,” said a voice at Jerton’s elbow.

The voice came from a pleasant-faced, well-dressed young woman who was sitting at a table that almost touched Jerton’s. “It is a curious thing,” said the young woman, “I am able to tell you the name of those roses without an effort of memory, and if you ask me my name, I will be utterly unable to give it to you.”

Jerton had not harboured the least intention of extending his thirst for name-labels to his neighbour. After her rather remarkable announcement, however, he was obliged to say something in the way of polite inquiry.

“Yes,” answered the lady, “I suppose it is a case of partial loss of memory. I was in the train coming down here; my ticket told me that I had come from Victoria and was bound for this place. I had a couple of five-pound notes and a sovereign on me, no visiting cards or any other means of identification, and no idea as to who I am. I can only hazily recollect that I have a title; I am Lady Somebody and beyond that my mind is a blank.”

“Didn’t you have any luggage with you?” asked Jerton.

“That is what I didn’t know. I knew the name of this hotel and made up my mind to come here, and when the hotel porter asked if I had any luggage, I had to invent a dressing-bag and a dress-basket. I could always pretend that they had gone astray. I gave him the name of Smith, and presently he emerged from a confused pile of luggage and passengers with a dressing-bag and a dress-basket labelled Kestrel-Smith. I had to take them. I don’t see what else I could have done.”

Jerton said nothing, but he rather wondered what the lawful owner of the baggage would do.

“Of course it was dreadful arriving at a strange hotel with the name of Kestrel-Smith, but it would have been worse to have arrived without luggage. Anyhow, I hate causing trouble.”

Jerton had visions of harassed railway officials and distraught Kestrel-Smiths, but he made no attempt to clothe his mental picture in words. The lady continued her story.

“Naturally, none of my keys would fit the things, but I told an intelligent page boy that I had lost my key-ring, and he had the locks forced in a twinkling. The Kestrel-Smith toilet tools aren’t up to much, but they are better than nothing.”

“If you feel sure that you have a title,” said Jerton, “why not get hold of a peerage and go right through it?”

"I tried that. I skimmed through the list of the House of Lords in 'Whitaker,' but a mere printed string of names conveys awfully little to one, you know. If you were an army officer and had lost your identity, you might pore over the Army List for months without finding out who you were. I'm going on another tack. I'm trying to find out by various little tests who I am *not*. That will narrow the range of uncertainty down a bit. You may have noticed, for instance, that I'm having lobster Newburg."

Jerton had not ventured to notice anything of the sort.

"It's an extravagance, because it's one of the most expensive dishes on the menu, but at any rate it proves that I'm not Lady Starring because she never touches shell-fish, and poor Lady Braddleshrub has no digestion at all. Lady Knewford can't tell one rose from another and Lady Mousehilton flirts with every man she meets. I haven't flirted with you, have I?"

Jerton hastily gave the required assurance.

"Well, you see," continued the lady, "that knocks four off the list at once."

"It'll be rather a lengthy process bringing the list down to one," said Jerton.

"Oh, but, of course, there are heaps of them that I couldn't possibly be — women who've got grandchildren or sons old enough to have celebrated their coming of age. I've only got to consider the ones about my own age. I tell you how you might help me this afternoon, if you don't mind; go through any of the back numbers of *Country Life* and those sort of papers that you can find in the smoking room, and see if you come across my portrait with infant son or anything of that sort. It won't take you ten minutes. I'll meet you in the lounge about tea-time. Thanks awfully."

And the Fair Unknown, having graciously pressed Jerton into the search for her lost identity, rose and left the room.

At five o'clock Jerton made his way to the hotel lounge. He had spent a diligent but fruitless quarter of an hour among the illustrated weeklies in the smoking room. His new acquaintance was seated at a small tea table.

"Have you discovered anything?" asked as Jerton.

"Only negative information. I'm not Lady Befnal. She disapproves dreadfully of any form of gambling, so when I recognised a well-known bookmaker in the hotel lobby, I went and put a tenner on an unnamed filly for the three-fifteen race.

"It seems to me that the knowledge was rather dearly bought," commented Jerton.

"Well, yes, it has rather cleared me out," admitted the identity-seeker. "I've got rather a useful idea, though. I feel certain that I belong to the Pivot Club. I'll go back to town and ask the hall porter there if there are any letters for me. He knows all the members by sight, and if there are any letters or telephone messages waiting for me of course that will solve the problem. If he says there aren't any, I'll say: 'You know who I am, don't you?' so I'll find out anyway."

This plan seemed a sound one.

(Adapted from 'A Holiday Task' by H. H. Munro)

A15 Kenelm Jerton

- 1) was always under public scrutiny.
- 2) was considered to be a hard nut.
- 3) was a notable young man.
- 4) had an unremarkable appearance.

A16 The woman, sitting next to Jerton,

- 1) had complete memory loss.
- 2) was an expert in roses.
- 3) was of noble blood.
- 4) had quite a lot of money on her.

- A17** The woman took a dressing-bag and a dress-basket labelled Kestrel-Smith because
- 1) it was her luggage.
 - 2) hers had gone astray
 - 3) she had no choice.
 - 4) she hated causing troubles.
- A18** The lady was going to find out who she was by
- 1) doing simple experiments.
 - 2) eating the most expensive dishes on the menu.
 - 3) talking about roses.
 - 4) flirting with young men.
- A19** When the woman told Jerton about her plan, he felt
- 1) enthusiastic.
 - 2) sceptical.
 - 3) worried.
 - 4) anxious.
- A20** The lady asked Jerton to
- 1) wait for her in the smoking room.
 - 2) go and buy a copy of *Country Life*.
 - 3) find out whether she had an infant son.
 - 4) look for some information concerning her.
- A21** The lady was sure she would find out her name in the Pivot Club because
- 1) she had an appointment there.
 - 2) there were some letters or telephone messages waiting for her.
 - 3) she had lots of friends in the club.
 - 4) the hall porter would recognize her.

Раздел 3. ГРАММАТИКА И ЛЕКСИКА

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4—B10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4—B10.

The Kookaburra

- B4** The Kookaburra's rolling, laughing call is one of the _____ sounds in the animal world.

RECOGNIZABLE

- B5** The birds raise a wild chorus of crazy laughter just as dawn breaks, that is why in the hinterlands of Australia they _____ as the "bushman's clock."

KNOW

- B6** Australians value the Kookaburra, not only as an intriguing member of the strange fauna, but for its habit of _____ on snakes and lizards. **FEED**
- B7** Last week wildlife carers in far north Queensland _____ a pair of albino blue-winged kookaburras and handed them into Eagles New Wildlife Hospital. **FIND**
- B8** While there are some albino laughing kookaburras at zoos, there _____ a blue-winged albino. Mr. Kunz, the founder of the Hospital, says it is a “once-in-a-lifetime” discovery. **NEVER BE**
- B9** “Because they can’t see properly, the baby kookaburras have problems finding food,” he said. “So now we _____ them by hand.” **FEED**
- B10** Mr. Kunz added that soon the birds _____ to hunt their own food at the wildlife sanctuary. **TEACH**

*Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11—B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11—B16**.*

Environmental Protection

- B11** Nowadays more and more people are worried about our environment. Journalists discuss these problems on the pages of their newspapers. Scientists hold special conferences in order to find a solution and make the right _____ how to help our planet. **DECIDE**
- B12** If we want to continue living happily on our planet, we should understand the _____ of environmental protection. **IMPORTANT**
- B13** First of all, we ought to find an opportunity to reduce the amount of air pollution and build special water _____ facilities. **TREAT**
- B14** We must also stop _____ killing of birds and animals and we should not destroy their natural habitats in order to build homes or to make farmlands. **LAWFUL**
- B15** Finally, we must ensure the safety of nuclear power plants as nuclear accidents have _____ consequences. **DISASTER**
- B16** If we do not take any action now, the life on our planet may end _____. **TRAGIC**

Прочитайте текст с пропусками, обозначенными номерами A22—A28. Эти номера соответствуют заданиям A22—A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Thanksgiving Day

We [A22] _____ Thanksgiving for granted as a day to watch football, spend time with our families, or eat, but 150 years ago, it wasn't even a national holiday. For the settlers, that meal was at first thought of as a one-time thing. They had no idea this event would become the [A23] _____ of the Thanksgiving customs we now share throughout the United States and Canada.

However, that first celebration didn't [A24] _____ our modern traditions much. The meat served was likely goose or duck. And there was probably a bit of fish there, too. There were no potatoes, no pie, no stuffing, and no cranberries. Nowadays Thanksgiving dinner is a meal custom-made for overeating. So it helps to [A25] _____ attention and to have some thoughtful strategies to avoid that uncomfortable feeling of being stuffed.

Thanksgiving is one of the few holidays where most of my family all get together to celebrate. In the first week of November the family decides whose house we will have Thanksgiving dinner at. It usually ends [A26] _____ being my sisters' house because it is the biggest, and most convenient.

We [A27] _____ up a table for the children and the adults can choose to eat at a different table, or in the living room with the game on. During the day, while turkey is being cooked, the adults watch a football game, or just hang out and chat. The children are free to go outside if the weather is good, or play inside with their toys.

We usually arrange the food in a buffet style. The children are served first and when they are all set at their table, the adults dig in. While we are eating, there is a lot of talking, and catching up. Then we start to clean up and make up some plates to each take home, and look [A28] _____ to Christmas.

- | | | | | |
|-------|--------------|--------------|----------------|--------------|
| [A22] | 1) take | 2) know | 3) make | 4) judge |
| [A23] | 1) tombstone | 2) headstone | 3) cornerstone | 4) flagstone |
| [A24] | 1) recall | 2) resemble | 3) remind | 4) remember |
| [A25] | 1) give | 2) hold | 3) pay | 4) turn |
| [A26] | 1) at | 2) off | 3) out | 4) up |
| [A27] | 1) arrange | 2) do | 3) lay | 4) set |
| [A28] | 1) at | 2) for | 3) forward | 4) up |

Раздел 4. ПИСЬМО

C1 You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Sheryl, who writes:

...My friend and I are planning to start a new hobby but we haven't decided yet what hobby to choose. Do you have any hobbies? Do you feel you have enough time for your hobbies? What hobbies are popular with teenagers in Russia? Are there any hobbies you'd like to take up?

As for my school exams, they are almost over and I'm looking forward to my summer break ...

Write a letter Sheryl.

In your letter

- answer her questions
- ask **3 questions** about her plans for the summer

Write **100 — 140 words**.

Remember the rules of letter writing.

C2 You have 60 minutes to do this task.

Comment on the following statement.

Lots of people would like to have one language on our planet. However, scientists think that having only one language is a disaster.

What is your opinion? Do you think that language diversity is important for our society?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

ПРОВЕРЬ СЕБЯ

Раздел 1. АУДИРОВАНИЕ				Раздел 2. ЧТЕНИЕ		Раздел 3. ГРАММАТИКА И ЛЕКСИКА	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A1	2	A8	1	A15	4	A22	1
A2	1	A9	2	A16	3	A23	3
A3	1	A10	2	A17	3	A24	2
A4	2	A11	3	A18	1	A25	3
A5	2	A12	2	A19	2	A26	4
A6	1	A13	3	A20	4	A27	4
A7	3	A14	3	A21	4	A28	3

Раздел 1. АУДИРОВАНИЕ			
B1	735241		
Раздел 2. ЧТЕНИЕ			
B2	6518423	B3	274631
Раздел 3. ГРАММАТИКА И ЛЕКСИКА			
B4	mostrecognizable	B11	decision
B5	areknown	B12	importance
B6	feeding	B13	treatment
B7	found	B14	unlawful
B8	hasneverbeen	B15	disastrous
B9	arefeeding	B16	tragically
B10	wouldbetaught		

Раздел 4. Письмо

Задание C1 (*Возможный вариант ответа*)

Moscow
Russia
June 16th

Dear Sheryl,

Thanks for your letter! I'm really glad you passed your History exam.

First of all, let me answer your questions. Well, many teenagers are interested in music and playing computer games. Others are into collecting or doing sports. As for me, my hobby is cooking. I collect traditional Russian recipes and cook these dishes. However, I feel I don't have enough time for my hobby as I've got too much homework. If I had more free time, I'd take up photography. It's really exciting.

Anyway, it's great that school is over. What are you going to do in summer? Will you stay with your grandparents? Would you like to visit other countries?

I'd better go now. I've got to get ready for my piano class.

Take care and keep in touch.

Love,

Alina

Задание C2 (*Возможный вариант ответа*)

No doubt that learning foreign languages takes up a lot of time. That is why some people think that it would be better to reduce the number of languages on our planet, which in fact is not beneficial for mankind.

In my opinion, the reduction in the number of languages is a disaster because it will totally destroy our great cultural heritage. With each loss of a language there comes a loss of a culture that deserves to be protected and treated as valuable. I also believe that leaving one language for communication will reduce the linguistic diversity of our planet, which is important for our culture. Moreover, it will be rather difficult to choose which language to use and it may even lead to wars.

However, many people suppose that if we have only one language on our planet, communication will become easier. In addition, there will be no need to waste time learning foreign languages.

Actually, I cannot agree with them because knowledge of foreign languages makes a person educated and well rounded. You cannot broaden your mind if you see the world only from the perspective of your own culture. Besides, people are a lot more helpful if you speak their language.

In conclusion, I would argue that we should try our best to preserve the linguistic diversity of our planet. I believe that larger cultures should have a respect for minority languages, but, first of all, the younger generation must want to preserve their native language.

В этом уроке вы:

- вспомните правила употребления модальных глаголов *can/may/must*;
- научитесь образовывать существительные с помощью суффиксов *al, ance, ence, ist, ment, ness, tion, ty/ity*;
- разовьете навыки всех видов чтения.

1. МОДАЛЬНЫЙ ГЛАГОЛ CAN И ЕГО ЭКВИВАЛЕНТ BE ABLE TO

Глагол	Значение	Настоящее время	Прошедшее время	Будущее время
can	реальная возможность совершения действия; умение	I can/can't swim.	I could/ couldn't come yesterday.	I will/won't be able to do it tomorrow.
	неформальное разрешение	Can/Could I use your pencil?	My parents said I could watch TV.	Can/Could I go out tomorrow?
	запрещение	You can't go out!	—	—
	вежливая просьба	Could you tell me the way to Trafalgar Square, please?		
	сомнение, недоверие	It can't be true.	Can he have said it?	—
be able to	возможность совершения действия в определенной ситуации (часто преодолевая трудности)	I am (un)able to do it right now.	We were/weren't able to buy the tickets for yesterday's show.	I will/won't be able to do it tomorrow.

Обратите внимание! Отрицательная форма глагола *can* пишется слитно: *cannot*.

1.1. Вставьте правильную форму: *can, could* или *be able to*.

1. 'What's your favourite subject at school?' — 'Literature. I _____ read when I was three.'
2. 'Do you like Maths?' — 'No. I _____ (not) do Maths. It's my worst subject.'
3. 'I've started to learn French.' — 'Great! You _____ speak French when we go to France next summer.'
4. 'Why do you want a new computer?' — 'Because mine is really old and I _____ (not) play games on it.'
5. 'Why didn't you go to the concert yesterday?' — 'I _____ (not) buy a ticket.'

6. 'I am going to read 'Hamlet' by Shakespeare in the original.' — 'I'm sorry but you _____ (not) understand it.'
7. 'Did you go out yesterday?' — 'No, I _____ (not) go out because I had lots of homework.'
8. 'Mum, _____ I watch TV?' — 'No, dear. It's too late.'
9. 'How many languages _____ you speak?' — 'Only English. But I _____ speak German in two years' time.'
10. I came first in the swimming competition yesterday!' — 'Are you kidding? You _____ swim at all a year ago.'

1.2. Вставьте в пропуски глаголы *can/can't, could/couldn't* или *will be able to*.

When James was a child, he was rather unusual. He (1)_____ read or write properly, but he (2)_____ draw very well and he drew wonderful pictures. He was really talented because he (3)_____ draw a perfect portrait of a person in thirty minutes.

Now he is a student at an art college and he (4)_____ draw different kinds of pictures. Most of all he enjoys painting landscapes. He says that in the past he (5)_____ do it because he wasn't as good at choosing colours as he is now. He is practising really hard and he (6)_____ spend the whole day painting. He says he will always love art and in the future he (7)_____ paint like the greatest artists of the past.

1.3. Вставьте в пропуски глаголы *can/can't, could/couldn't* или *will/won't be able to*.

In 1623, William Schickard, a German scientist, designed a calculating machine. It (1)_____ multiply long numbers. Unfortunately, that first calculator was destroyed by fire, therefore Schickard (2)_____ finish his project. Unknown to the world for more than three centuries, it was rediscovered in 1957 and led to the creation of modern computers.

Nowadays computers (3)_____ do lots of things, of course. There are computers in almost every school and office. We use them to talk to people all over the world and we play great games on them, too. However, they (4)_____ replace real people as they (5)_____ only follow our instructions.

In the future computers (6)_____ talk and to think as well as to do what they (7)_____ do in the past. Yet they will always be machines and they (8)_____ fall in love and be our friends.

2. МОДАЛЬНЫЕ ГЛАГОЛЫ MAY И MUST

Глагол	Значение	Настоящее время	Прошедшее время	Будущее время
may	формальное разрешение	May I come in? — Yes, you may.	He asked if he might come in.	—
	предположение с невысокой степенью уверенности	He may/might be having dinner now.	He may/might not have come yet.	He may/might come later.
must	приказ, осознанная необходимость	I must learn well. You must go out.	I had to go to school yesterday.	I will have to learn this rule.
	запрет	You mustn't smoke.	—	—
	предположение с очень высокой степенью уверенности	He must be right.	He must have misunderstood me.	They must be leaving tomorrow.

2.1. Выберите правильный глагол.

1. Her surname is Smiths so she (must/can't) be German.
2. I am free tomorrow so (I may/can't) be able to come to the party.
3. Yesterday was a day off but we still (could/had) to go to school to prepare for our exam.
4. Have you heard the forecast? It (may/mustn't) be cold tomorrow.
5. (Can/Must) I use your computer for a while? I (can/have to) send an email.
6. (He can't/mustn't) have been a murderer because he's got an excellent alibi.
7. (Might/Could) you tell me the time, please?
8. I'm sorry but the manager is busy. You'll (be able/have) to wait.
9. You (must/can) attend all lectures or you'll fall behind .
10. Jack didn't come to the party yesterday. He must (have/has) been really busy.

2.2. Вставьте в пропуски глаголы *can*, *can't*, *could*, *must* или *may*.

1. There _____ be some problems with your family.
2. Your parents _____ be upset but they _____ realise why you're so unhappy.
3. He _____ be a bit older than we are, but he certainly _____ be more than 20.
4. Jane is about the same age as me so she _____ be in her forties.
5. _____ I borrow your pen?
6. You _____ go for a walk as it's raining outside
7. It's getting dark. It _____ be 8 o'clock already
8. You _____ leave before finish your work.
9. He _____ know something about this but I'm not quite sure.
10. _____ you pass me the apple, please?
11. Excuse me, _____ I smoke here?
12. She _____ play the piano when she was young.
13. It _____ be true. I don't believe you?
14. They look almost alike. They _____ be twins.
15. I'm sorry, you _____ see her. She is busy at the moment.

2.3. Выберите правильный вариант ответа.

Take the Stress out of Revision

Here are a few simple tips how to make your revision less stressful. First of all, plan and structure your revision. You (1)_____ do this as you will (2)_____ to cover every topic which is necessary to revise. Try to work out a revision timetable and start planning well before the exams. You won't (3)_____ to achieve excellent results without proper planning. Once the timetable is done, try to stick to it as best as you (4)_____.

Don't be upset if you (5)_____ cover a large section of material in one day. Just remember that practice makes perfect so keep doing exercises until you feel confident about the subject you learn. It (6)_____ be a good idea to use mind maps for memorising or you (7)_____ discuss what you've learnt with your friend. Different methods will work for different people.

Try to find some copies of previous exam papers which (8)_____ be available in the library or on the Internet. You (9)_____ also do practice questions of the type that you will be writing within the time limit of the actual exam. Work for short periods of 30 to 40 minutes. This is the amount of time that most people (10)_____ concentrate effectively for without losing interest.

- | | | | |
|----------------|----------|------------|----------|
| 1. 1) couldn't | 2) could | 3) mustn't | 4) must |
| 2. 1) must | 2) have | 3) can | 4) may |
| 3. 1) be able | 2) able | 3) have | 4) can |
| 4. 1) must | 2) may | 3) can | 4) could |

- | | | | |
|-----------------|------------|-----------------|------------|
| 5. 1) will have | 2) can't | 3) mustn't | 4) may |
| 6. 1) can't | 2) had to | 3) will have to | 4) might |
| 7. 1) have to | 2) can't | 3) must | 4) could |
| 8. 1) may | 2) have to | 3) can't | 4) mustn't |
| 9. 1) mustn't | 2) could | 3) have to | 4) had to |
| 10. 1) may | 2) might | 3) must | 4) can |

3. СЛОВООБРАЗОВАНИЕ — СУЩЕСТВИТЕЛЬНЫЕ

3.1. Образуйте существительные от следующих слов и разбейте их по категориям.

Punish, mad, propose, popular, enjoy, collect, reception, correspond, resemble, lonely, direct, competent, dispose, responsible, annoy, educate, economy, attentive, personal, remove, resist, entertain, special, (im)patient, produce, rehearse, maintain, inform, selfish, confident, (un)certain, material, excite, dental, creative, sweet, exist, renew, operate, pay, attend.

Суффикс	-al	-ist	-ness	-tion	-ance	-ence	-ment	-ty/-ity
Существительные							<i>punishment</i>	

3.2. Заполните пропуски существительными, образованными от слов, напечатанных в конце строк заглавными буквами.

- | | |
|---|-----------------|
| 1. There is no _____ between him and his father. | RESEMBLE |
| 2. This job loses its _____ after a while. | EXCITE |
| 3. Jessica has a very pleasant _____. | PERSONAL |
| 4. My uncle has got a job in television _____. | PRODUCE |
| 5. I'm going to the _____ this afternoon. | DENTAL |
| 6. We had a lot of cash at our _____ when we were on holiday. | DISPOSE |
| 7. _____ is an unpleasant feeling. | LONELY |
| 8. People complain about the lack of _____ in modern writers. | CREATIVE |
| 9. _____ are predicting rapid inflation. | ECONOMY |
| 10. She was 15 minutes late to _____. | REHEARSE |

3.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

- | | |
|--|---|
| Are you a highly organized and responsible (1)_____? Do you have the (2)_____ to meet new people? Then this job is for you. "Home Corp" is looking for a friendly and motivated (3)_____ to join our team. The ideal candidate must be bright, organised and have excellent (4)_____ skills. | PROFESSION
CONFIDENT |
| Your daily (5)_____ will include: being the front of house, managing the (6)_____, answering phones, dealing with general (7)_____, booking taxis and couriers, assisting managers in the (8)_____ office as well as general office duties. Previous experience and (9)_____ are important. The salary is above average level but your (10)_____ will also depend on the volume of work. | RECEPTION
COMMUNICATE
RESPONSIBLE
RUN
CORRESPOND
PRODUCE
QUALIFY
PAYMENT |

4. РАЗВИТИЕ НАВЫКА ЧТЕНИЯ

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

1. Behind the Wheel
2. Pessimistic Predictions
3. Intelligent House
4. New Possibilities for Business

5. Permanent People
6. Greenhouse Effect
7. Easy Shopping
8. Future Entertainment

A. The smart fridge will be connected to the Internet as part of a home network that runs your domestic life, interacting with the barcodes on your food, and re-ordering them on-line as you use them. Virtually all domestic appliances will be linked by computer, so that the fridge can communicate with the cooker and rubbish bin, coordinating complex tasks such as cooking a meal.

B. Children of the future will never be able to complain that there's no one to play with. Equipped with virtual reality headsets, they will be taking part in global games, for example, in medieval jousting tournaments. Their opponents, selected by the computer, will probably live on the other side of the world.

C. Cars of the future will take much of the strain out of driving. The intelligent navigation system will be able to choose the best route for you by monitoring an online traffic database for hold-ups, while the cruise control keeps a constant distance from the car in front. And if you exceed the speed limit, the speedometer will give a polite warning to you.

D. Holographic conferencing and virtual reality meetings will allow people to interact with colleagues and clients via computer, without needing to leave the comfort of their own homes. This will also mean that a lot more people will either work freelance from home, or on flexible short-term contracts. The old concept 'jobs for life' will be a thing of the past.

E. In the future it will become harder to tell the difference between the human and the machine. All body parts will be replaceable. A computer will function like the human brain with the ability to recognize feelings and respond in a feeling way. We will then be able to create a machine duplicate of ourselves and transfer our spirit so we will be able to live for as long as we want.

F. There will be great changes to the environment particularly because of the rising sea levels. Global warming is expected to cause oceans to rise by one meter, which will increase the risk of flooding. It will happen regardless of any future actions to curb greenhouse gases. Projected climate change will also tend to degrade water quality through higher water temperatures.

G. We will not rely so much on cash as we do now. It will mainly be digital money, the inevitable medium of exchange for an increasingly wired world. We will no longer need to carry a wad of bills or fumble for exact change. Supermarkets will have iris recognition systems so the money for our groceries will automatically be transferred from our bank accounts as we're standing at the checkout.

A	B	C	D	E	F	G

4.2. Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

The term 'biosphere' was coined in 1875 by the geologist, Eduard Suess, but it was Vladimir Vernadsky (A) _____. He believed that all living organisms together with their environments make up the biosphere. These environments include the air, land, rocks and water. The exact thickness of the biosphere on Earth is difficult to calculate, but most scientists would agree that it is from about 5000 metres above sea level to around 9000 metres below sea level. Thus, there is a 14-kilometre zone (B) _____.

The biosphere is important because it is all of life. Without the biosphere, Earth would be a lifeless planet like all the others in our solar system. Also, the biosphere could not exist without water. Water is essential for all living organisms on Earth and has played a very important role in the evolution of life on our planet. Life on Earth began approximately 3.5 billion years ago in the oceans. At that time, Earth was very different from (C) _____.

The biosphere is like a ladder. This ladder is known as the food chain, and all life depends on the first step of the ladder (D) _____. Animals eat the plants; bigger animals eat the smaller animals, and so on. In this way, all organisms are closely connected to their environment.

The biosphere is (E) _____. It gives us our food, water and the air that we breathe. Everything we need in order to grow and survive comes directly from the biosphere, so it is important to protect it. However, humans have had a huge impact on the biosphere. Sometimes this has been good, but at other times it has been very destructive.

Scientists are very concerned about the future, particularly (F) _____. It is very important to try and prevent any permanent damage, or we will destroy ourselves.

1. how people will affect the environment
2. within which life exists
3. who recognised its ecological importance
4. what keeps us alive
5. what it is today
6. which will cause environmental damage
7. which is made up of plants

A	B	C	D	E	F

4.3. Прочитайте рассказ и выполните задания 1—7. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Our Home Education Journey

Increasingly, I see that home educating is so much more than 'equipping children for life'. We all begin somewhere, and this is a good starting point, but if that is all that happens, then we only scratch the surface of something so important.

We began educating our children at home in January 1993, and it was supposed to be a short term solution to an immediate problem, namely the fact that I did not have transport to get my three-year-old daughter to nursery school. That was almost 17 years ago, and I am so glad we made that choice and for the direction in which that choice led us. Home education has turned out to be much more than a way of schooling;

it is a way of life, a family building and enhancing opportunity, and a key to self-knowledge and growth.

We started with a programme called Babies Bible Class and a second-hand Letterland teacher's guide. Using these two, I developed a series of unit studies which we pursued with interest and enthusiasm. This alone was considered very radical. In the far off days when home education was still illegal for over 7's, no-one dared deviate from the National Curriculum. In fact, no-one even thought it was possible to do so. How could you teach without a prescribed scheme of work? But I felt, right from the beginning, that the curriculum should fit the child, not the other way around.

As the years went by, and more children were added into our family, we continued our eclectic mix of unit studies. I developed the units around specific interests of the children at any given time, and where possible, followed these up with outings, movies or books about the subject. The children were bright, eager, and willing. I have many special memories of these years.

Initially we had a lot of fun, but as time went on, schoolwork gradually became a battle, especially with my second daughter. She was one of those self-directed thinkers, a child who wanted to know what the point was of any given activity, and who was not interested in doing tasks just for the sake of doing them. Increasingly, our schoolwork took up long and unpleasant hours, filled with strife and disappointment. We lost the joy in the learning, and I felt like the fire breathing dragon.

I'm a researcher and a problem-solver by nature, so I began to ask questions about our educational approach and methodology. At this time I came into contact with Martie Du Plessis, an educational consultant who was particularly interested in helping the people in home educating families to identify and understand their particular learning styles, and to consider the ways in which they interacted with one another. A session spent with Martie was very enlightening, as we began to realise the obvious — that people, in their uniqueness, both gather and organise information in different ways. Thus a child who seemed oppositional and difficult and downright disobedient quite possibly just had a different learning style to the parent.

In 2000, I read all six of Charlotte Mason's insightful books. Her last book 'Towards a Philosophy of Education' gave me a lot to think about. It was directly because of her influence that we introduced a strong literature focus as the foundation for our learning. We had always enjoyed reading to the children. Craig and I both love books, but now we recognised that reading books was more than the activity. It was how one obtained food for the mind.

In 2001, we bought our first pre-packaged curriculum "Year 1" of Sonlight's excellent literature based programme. We loved the books. However, we quickly dispensed with the curriculum guide, preferring to read the books at our own pace. There was only one problem — we finished reading the whole year's books within a few months! I found myself motivating why we needed a larger educational budget. Step by step our own individualised educational approach was developing.

All of the discoveries I was making about education now crystallised into one key word — respect. I recognised that many educational approaches were inherently disrespectful to learners. They presumed too much, elevated teachers to a status that was not real, discounted previous knowledge and wisdom on the part of the learner. Many methodologies erupted from an erroneous notion that the learner was an empty vessel waiting to be filled up by the all wise educator. But Charlotte Mason believed that the learner was not 'less' than the teacher.

Increasingly I became uneasy with a prescriptive, teacher directed approach to my children's education. Although I had designed a curriculum that was sensitive to my

children's interests, it was still a curriculum chosen by me. Like the adults around me, I had been led to believe that the children would not learn unless I made them learn. But Charlotte Mason said that learning was to humans what swimming was to fish — something they did naturally, unconsciously, and all the time.

Looking back, our home education has been a wonderful journey. Two of my children are now beyond compulsory education. I found that our educational philosophy evolved, and our methodology changed accordingly from year to year, and as the children developed. I tried out things that didn't work, and found things that did. This process, of course, continues.

1. The narrator began educating her children at home because she
 - 1) felt home education was a key to self-knowledge and growth.
 - 2) didn't want her daughter to be educated with other children.
 - 3) had a short-term problem at work.
 - 4) could not get her daughter to nursery school.
2. The narrator was sure that
 - 1) it is impossible deviate from the National Curriculum.
 - 2) the National Curriculum should meet the child's needs.
 - 3) she should develop a series of unit studies according to the National Curriculum.
 - 4) she could not teach without a prescribed scheme of work.
3. The narrator had problems educating her second daughter because
 - 1) she didn't want to study.
 - 2) she didn't like doing tasks.
 - 3) of her independent way of thinking.
 - 4) their schoolwork took up long hours.
4. After a session spent with Martie Du Plessis the narrator understood
 - 1) that people can have different learning styles.
 - 2) that her second daughter was disobedient.
 - 3) her own learning style.
 - 4) the way she interacted with her children.
5. Literature became the foundation for the children's education
 - 1) because they had always enjoyed reading.
 - 2) due to the influence of Charlotte Mason's books.
 - 3) because the narrator and her husband both loved books.
 - 4) as books contained food for thought.
6. The narrator dispensed with the curriculum guide because
 - 1) the children read books faster than they were supposed to.
 - 2) the children read books more slowly than they were supposed to.
 - 3) they had a small educational budget.
 - 4) the curriculum guide was boring.
7. The narrator initially believed that
 - 1) the learner was an empty vessel waiting to be filled up.
 - 2) children learn unconsciously all the time.
 - 3) the children would not learn without her motivating them.
 - 4) the learner was not 'less' than the teacher.

ПРОВЕРЬ СЕБЯ

1.1. 1. could; 2. can't; 3. will be able to; 4. can't; 5. wasn't able to/couldn't; 6. won't be able to; 7. couldn't; 8. can/could; 9. can, will be able to; 10. couldn't

1.2. 1. couldn't; 2. could; 3. could; 4. can; 5. couldn't; 6. can; 7. will be able to

1.3. 1. could; 2. couldn't; 3. can; 4. can't; 5. can; 6. will be able to; 7. couldn't; 8. won't be able to

2.1. 1. can't; 2. may; 3. had to; 4. may; 5. Can, have to; 6. can't; 7. could; 8. have; 9. must; 10. have

2.2. 1. may; 2. may, must; 3. may, can't; 4. must; 5. can/ may/ could; 6. can't; 7. must; 8. can't; 9. may; 10. can/could; 11. may; 12. could; 13. can't; 14. must; 15. can't

2.3. 4213244124

3.1. *-al* — proposal, disposal, removal, rehearsal, renewal

-ist — receptionist, economist, specialist, materialist, dentist

-ness — madness, loneliness, attentiveness, selfishness, sweetness

-tion — collection, direction, education, production, information, creation, operation

-ance — resemblance, annoyance, resistance, maintenance, attendance

-ence — correspondence, competence, (im)patience, confidence, existence

-ment — punishment, enjoyment, entertainment, excitement, payment

-ty/ity — popularity, responsibility, personality, uncertainty, creativity

3.2. 1. resemblance; 2. excitement; 3. personality; 4. production; 5. dentist; 6. disposal; 7. Loneliness; 8. creativity; 9. Economists; 10. rehearsal

3.3. 1. professional; 2. confidence; 3. receptionist; 4. communication; 5. responsibilities; 6. runners; 7. correspondence; 8. production; 9. qualification(s); 10. payment

4.1. 3814527

4.2. 325741

4.3. 4231213

В этом уроке вы:

- сравните употребление эквивалентов модального глагола *must: have to* и *be to*;
- научитесь образовывать прилагательные с помощью суффиксов *ful, less, ic, ive, y, ly*;
- разовьете навыки всех видов аудирования.

1. МОДАЛЬНЫЙ ЭКВИВАЛЕНТ HAVE TO

Эквивалент *have to* не является модальным глаголом и образует свои формы как обычный глагол *to have*.

Предложение	Утвердительное	Отрицательное	Вопросительное
Present Simple	I have to + V He/She/It has to + V We/You/They have to + V	I don't have to + V He/She/It doesn't have to + V We/You/They don't have to + V	Do I have to + V ...? Does he/she/it have to + V ...? Do we/you/they have to + V ...?
Past Simple	S + had to + V	S + didn't have to + V	Did + S + have to + V ...?
Future Simple	S + will have to + V	S + won't have to + V	Will + S + have to + V ...?

Эквивалент *to have to* в отличие от модального глагола *must* выражает необходимость под влиянием вынуждающих обстоятельств. В отрицательных предложениях *to have to* выражает отсутствие необходимости.

have to	вынужденная необходимость	Do you have to wear a uniform? Ты должен носить форму?	He had to learn this poem. Ему пришлось выучить это стихотворение.	You will have to wait. Вам придется подождать.
	отсутствие необходимости	I don't have to do this exercise. Мне не надо делать это упражнение.	I didn't have to get up early yesterday. Мне не надо было вставать рано вчера.	I won't have to meet him. Мне не надо будет встречать его.

1.1. Вставьте в пропуски правильную форму глагола *have to*. Вам может понадобиться отрицательная форма.

1. He broke his tooth, so he _____ go to the dentist's yesterday.
2. She has a lot of work to do, which _____ finish today.
3. They went to the party yesterday, so they _____ cook dinner.
4. Let's clean up now, so we _____ do it tomorrow.
5. She _____ wear glasses when she reads.

6. Sally feels better now, so she _____ take the medicine.
7. You've got a lot of time. You _____ hurry.
8. He _____ shout or she can't hear him.
9. It was very cold yesterday so he _____ wear a coat.
10. It rained a lot, so I _____ water the flowers yesterday.
11. I can't go out tonight. I _____ study for my exam.
12. I took the dog for a walk this morning so you _____ take it out now.
13. Her car doesn't work, so she _____ to take the bus.
14. It's Sunday tomorrow so he _____ go to school.
15. There's no school today, so the children _____ go to get up early.

1.2. Выберите правильный глагол.

1. Yesterday I (must/had to) finish my project.
2. She will (have/has) to come tomorrow.
3. All my friends (have to/must wear) a uniform although they don't want to.
4. You (must/have to) come to school on time.
5. In most countries you (must/have to) be 18 to get a driving licence.
6. Does he (has/have) to work next weekend?
7. Jane, you (have to/mustn't) leave your clothes on the floor.
8. You (must/have to) stop at the red light.
9. Paul has a sweet tooth but he (must/has to) keep to a diet because he is overweight.
10. You (don't have to/mustn't) come with us if you don't want to.

1.3. Вставьте в пропуски глагол must или правильную форму глагола to have to.

1. You _____ (not) talk during the film.
2. We forgot our tickets at home so we _____ go back.
3. Jane missed the test yesterday so she _____ do it tomorrow.
4. You _____ have been upset when you heard this news.
5. I'm sorry but Jack isn't here. He _____ leave about an hour ago,
6. He's got a problem with his stomach and he _____ visit his doctor every week.
7. You _____ (not) go shopping today. We've got enough food in the fridge.
8. The conference hall is really crowded. There _____ be about a thousand people there.
9. That's really good news. I _____ tell Mark about it.
10. 'Can we meet today?' 'Oh, no. Sorry, I _____ go to the dentist.
11. The bus arrived on time so we _____ (not) wait long.
12. I'm feeling really unfit. I _____ do more exercise.
13. I think she _____ be rich. She's got at least two cars.
14. I didn't have any money so I _____ borrow some from my sister.
15. We _____ (not) carry our luggage because Dad will take us to the airport in his car.

2. МОДАЛЬНЫЙ ЭКВИВАЛЕНТ BE TO

Предложение	Утвердительное	Отрицательное	Вопросительное
Present Simple/ Future Simple	I am to + V He/She/It is to + V We/You/They are to + V	I am not to + V He/She/It is not to + V We/You/They are not to + V	Am I to + V? Is he/she/it to + V? Are we/you/they to + V?

Предложение	Утвердительное	Отрицательное	Вопросительное
Past Simple	I/He/She/It was to + V We/You/They were to + V	I/He/She/It was not to + V We/You/They were not to + V	Was I/he/she/it to + V? Were we/you/they to + V?

Эквивалент *be to* в отличие от модального глагола *must* выражает долженствование по договоренности, графику, расписанию.

be to	необходимость по графику, договоренности	The train is to arrive in five minutes. Поезд должен прийти через пять минут.	He was to do it. Он должен был сделать это (мы договорились). The director was to sign the contract. Директор должен был подписать контракт.	They are to arrive tomorrow. Они должны приехать завтра.
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Обратите внимание! Для выражения долженствования по графику/договоренности в будущем используется настоящая форма глагола *to be*.

2.1. Вставьте в пропуски глагол *be to* в нужной форме.

- We _____ to finish the project by next Monday.
- He _____ to come an hour ago.
- The train _____ to arrive in 10 minutes.
- They _____ to sign this contract yesterday.
- The president _____ to announce his proposals tomorrow.
- Sorry, I can't go shopping with you. I _____ to meet a foreign delegation in an hour.
- We _____ to learn this poem by Friday.
- According to the contract, the company _____ to deliver all technical documentation two months ago.
- The election campaign _____ to start next week.
- We _____ to meet at 8.00 but we only managed to come by 9 p.m.

2.2. Вставьте правильную форму глаголов *must*, *have to* и *be to*.

- I _____ clean the house before mum gets back. I want her to find it all neat and tidy.
- I usually _____ work on Saturdays so I hardly ever go away for the weekend.
- You _____ (not) drink if you're going to drive afterwards.
- Sorry, I can't come out now. I _____ tidy up my room before I'm allowed out.
- Britney Spears _____ marry for a third time at the age of 30 after getting engaged to her long term boyfriend.
- Your face seems familiar to me. I _____ have seen you somewhere before.
- You _____ (not) do that if you disagree with our decision.
- To get to Leeds by ten, I _____ leave London before six tomorrow.
- The ice on the lake is dangerously thin now. You _____ (not) go ice-skating today.
- Hurry up! Our bus _____ arrive soon.
- 'How often _____ go to America on business?' 'About once every six months.'
- You _____ (not) drink that water. It's contaminated.
- I _____ (not) play after all. Jane turned up and could partner Alice.
- It can't be true! You _____ be joking.
- I _____ leave early yesterday to collect my daughter from school.

3. СЛОВООБРАЗОВАНИЕ — ПРИЛАГАТЕЛЬНЫЕ

3.1. Образуйте прилагательные от следующих слов и разбейте их по категориям.

Faith, sense, love, tragedy, taste, skill, week, create, grate, thought, doubt, hero, salt, wire, dead, price, democrat, wealth, attention, delight, enthusiasm, tide, offence, day, electron, defence, product, month, artist, sport.

Суффикс	-ful	-less	-ic	-ive	-y	-ly
Прилагательные	<i>faithful</i>					

3.2. Заполните пропуски прилагательными, образованными от слов, напечатанных в конце строк заглавными буквами.

- | | |
|---|-----------|
| 1. I found him to be a _____ and caring person. | SENSE |
| 2. After a few years, he became very _____ at drawing. | SKILL |
| 3. I started a new diet and added exercise to my _____ routine. | DAY |
| 4. The hotel is proud of its _____ staff. | ATTENTION |
| 5. She's a very _____ person. | CREATE |
| 6. The food in this café is always _____. | TASTE |
| 7. I'm still _____ whether I should accept this job. | DOUBT |
| 8. Jackson has got a _____ collection of coins. | PRICE |
| 9. I am more _____ in the morning. | PRODUCE |
| 10. We'll never forget this _____ event. | TRAGEDY |

3.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

There are lots of ways to prevent or fight obesity. Having a (1)_____ diet and exercise doesn't have to be hard, boring or (2)_____. "Body of Fire" is a (3)_____ 12-week fitness program. You can do all the exercises at home. However, that doesn't mean that they're easy or (4)_____. You need to be ready to make a real effort as they can be quite (5)_____. Moreover, they will also be (6)_____ and burn lots of calories. In addition to the workouts, you will get an (7)_____ nutrition guide and meal plans to make sure you're eating what you need to burn off (8)_____ body fat. One of the biggest challenges of any fitness plan is to see it through. It's very easy to stay (9)_____ at first when you're just starting out, but after a while you may find it hard to stick to a workout plan. Then you may begin to find excuses to miss workouts. This can prove to be (10)_____ as you can quickly slide back to those habits that got you overweight or out of shape.

HEALTH
TASTE, PERSON
EFFORT
INTENSE
EFFECT
EXCELL
EXCESS
ENTHUSIAST
HARM

3.4. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Edinburgh

Edinburgh is one of the most written-about cities on earth. Built on ancient volcanoes and first established because of its secure and (1)_____ position, the capital of Scotland has

DEFENCE

INDUSTRY CULTURE

**NATIONAL
VARY
CENTRE**

TRADITION HISTORY

6. With this approach applied to the battery, its lifetime will be five times longer.
1) True 2) False 3) Not stated
7. Chris has got an electric car.
1) True 2) False 3) Not stated

4.3. Вы услышите рассказ исследователя Жана-Мишеля Кусто. В заданиях 1—7 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

1. What distinguishes people from dolphins and whales?
 - 1) Our primary sense is vision.
 - 2) We are warm-blooded.
 - 3) We are very social.
2. What do people feel in the presence of those animals?
 - 1) Curiosity.
 - 2) Fear.
 - 3) Excitement.
3. The largest creatures ever on the planet are
 - 1) African elephants.
 - 2) finbacks.
 - 3) dinosaurs.
4. People affect marine life by
 - 1) dumping waste in the ocean.
 - 2) polluting the atmosphere.
 - 3) mismanaging mineral resources.
5. Large ocean mammals will be able to survive in the changing environment because they
 - 1) are able to adapt.
 - 2) are eating fish.
 - 3) can move very quickly.
6. In case of weather change, people will be at a disadvantage on land because
 - 1) they are unable to relocate.
 - 2) they have too little time for relocation.
 - 3) they need special infrastructure for relocation.
7. In the future people should try
 - 1) not to make mistakes.
 - 2) not to repeat their mistakes.
 - 3) to understand their mistakes.

ПРОВЕРЬ СЕБЯ

1.1. 1. had to; 2. has to; 3. didn't have to; 4. won't have to; 5. has to; 6. doesn't have to; 7. don't have to; 8. has to; 9. had to; 10. didn't have to; 11. have to; 12. have to; 13. has to; 14. won't have to; 15. don't have to

1.2. 1. had to; 2. have; 3. have to; 4. must; 5. have to; 6. have to; 7. mustn't; 8. must; 9. has to; 10. don't have to

1.3. 1. mustn't; 2. had to; 3. will have to; 4. must; 5. had to; 6. has to; 7. don't have to; 8. must; 9. must; 10. have to; 11. didn't have to; 12. must; 13. must; 14. had to; 15. won't have to

2.1. 1. are; 2. was; 3. is; 4. were; 5. is; 6. am; 7. are; 8. was; 9. is; 10. were

2.2. 1. must; 2. have to; 3. mustn't; 4. have to; 5. is to; 6. must; 7. don't have to; 8. will have to; 9. mustn't; 10. is to; 11. do you have to; 12. mustn't; 13. didn't have to; 14. must; 15. had to

3.1. *-ful* — faithful, skilful(British English)/skillful(American English), grateful, thoughtful, doubtful, delightful

-less — tasteless, thoughtless, doubtless, wireless, priceless, defenceless

-ic — tragic, heroic, democratic, enthusiastic, electronic, artistic

-ive — sensitive, creative, attentive, offensive, defensive, productive

-y — tasty, salty, wealthy, tidy, sporty

-ly — lovely, weekly, deadly, daily, monthly

3.2. 1. sensitive; 2. skilful(British English)/skillful(American English); 3. daily; 4. attentive; 5. creative; 6. tasty; 7. doubtful; 8. priceless; 9. productive; 10. tragic

3.3. 1. healthy; 2. tasteless; 3. personal; 4. effortless; 5. intensive; 6. effective; 7. excellent; 8. excessive; 9. enthusiastic; 10. harmful

3.4. 1. defensible; 2. industrial; 3. cultural; 4. international; 5. various; 6. central; 7. traditional; 8. historic

4.1. 367452

4.2. 2132222

4.3. 1321132

В этом уроке вы:

- сравните употребление модальных глаголов *should* и *need*;
- повторите употребление фразовых глаголов *cut, keep, look, go, find*;
- разовьете комплексные лексико-грамматические навыки.

1. МОДАЛЬНЫЕ ГЛАГОЛЫ SHOULD И NEED

should/ ought to	настоятельный совет, рекомендация (следует)	You should/ought to listen carefully. Тебе следует слушать внимательно.	—	You should/ought to visit the doctor. Тебе следует посетить врача.
	упрек (следовало бы сделать, но не сделал)	—	You should have read this text. Тебе следовало бы прочитать этот текст.	—
need	отсутствие необходимости (не надо, не нужно, незначем)	You needn't do this exercise. Тебе не нужно делать это упражнение.	You needn't have done this exercise. Тебе не надо было делать это упражнение.	You needn't come here tomorrow. Вам незначем приходить завтра.

1.1. Вставьте в пропуски глагол *should* или правильную форму глагола *have to*.

- Nurses _____ to give people injections.
- You _____ eat more fruit and vegetables.
- _____ you _____ travel abroad in your job?
- Tom is ill, he _____ see his doctor.
- I'm sorry I couldn't come to your party. I _____ work late.
- You _____ try to phone your father this weekend.
- I hope you don't _____ go home early.
- Mike is a teacher. He _____ teach different kinds of students.
- I think Patrick _____ be more polite to his sister!
- _____ I _____ wash up again?
- A postman _____ get up early every day.
- I didn't like the job because I _____ wear a uniform.
- He ignores me. What _____ I do?
- I am free on Saturday because I _____ work at the weekend.
- You look tired. You _____ go to bed now.
- I think the government _____ do more to help homeless people.

17. He _____ wear a suit to work but he usually does.
18. Last night Don suddenly became ill. We _____ call a doctor.
19. Caroline may _____ go away next week.
20. You _____ read this book. It's really excellent.

1.2. Вставьте в пропуски глаголы *must*, *mustn't* или *needn't*.

1. You _____ tidy your room every day.
2. All passengers _____ wear seat belts during take off.
3. You _____ wash the windows and you _____ dust the furniture either. I've already done that.
4. Children _____ touch matches.
5. A child _____ eat some chocolates all at once or he'll be sick.
6. You are much better and you _____ stay in hospital any longer.
7. If you are ill, you _____ go back to work for two weeks.
8. You _____ buy this book. I can give it to you.
9. You _____ go outside if you have a sore throat.
10. You _____ smoke if you want to be healthy.
11. You _____ remember to take your medicine every four hours.
12. You _____ drink alcohol. It's not useful.
13. If you want to be healthy, you _____ get very tired.
14. You _____ have any visitors if you don't want to.
15. You _____ leave hospital until the nurse gives you all your medicine.

2. СРАВНЕНИЕ ВСЕХ МОДАЛЬНЫХ ГЛАГОЛОВ

2.1. Выберите правильный модальный глагол.

1. I don't want anyone to know. You (mustn't/don't have to) tell anyone.
2. Listen! I (can/must) hear something strange.
3. When we were at school, we (had to/ought to) wear a uniform.
4. You (needn't/mustn't) wear your seatbelt during the whole flight.
5. You (should/have to) tell her that you are sorry.
6. You (have/must) to be a member of the library before you can borrow books.
7. I (needn't /shouldn't) wear glasses because my eyesight is still quite good.
8. When I first came to Madrid, I (could/couldn't) speak only a few words of Spanish.
9. Helen (must/had to) leave the meeting early because she had a train to catch.
10. I (needn't /couldn't) get tickets after all — they were sold out.
11. I left my bike outside the house last night and this morning it isn't there anymore. Somebody (can't/ must) have stolen it.
12. "I can't find my umbrella." "You (should/might) have left it in the restaurant last night."
13. (Must/May) I see your passport, please?
14. He's not working tomorrow, so he (needn't /should) get up early.
15. Ann was in a very difficult situation. It (must/can't) have been easy for her.
16. That shirt is dirty. You (ought to/needn't) wash it.
17. Last year I got a lot of money, so we (had to/were able to) buy a new house.
18. I had forgotten to bring my camera, so I (couldn't/shouldn't) take any photographs.
19. Don't tell anybody what I said. You (must/can) keep it secret.
20. I'm really hungry. I (could/must) eat a horse!

1. Mike _____ play the piano very well. And what about you?

- ### 2.3. Переведите предложения на английский язык.

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4. Ты сможешь перевести этот текст завтра?
5. Тебе не придется ждать.
6. Вам не надо приходить снова.
7. Ему пришлось прочитать этот рассказ.
8. Не могли бы Вы повторить свой вопрос?
9. Я не смогу помочь Вам.
10. Ты умеешь кататься на коньках?
11. Тебе следует закончить эту работу.
12. Через год я смогу говорить по-английски очень хорошо.
13. Что тебе пришлось сделать вчера?
14. Можно мне выйти?
15. Он должен был прийти час назад.
16. Мне надо делать это упражнение?
17. Учитель сказал, что мы можем идти домой.
18. Ты не должен читать эту книгу.
19. В прошлом году я не умел плавать, а теперь могу.
20. Соревнования должны состояться на следующей неделе.

2.4. Прочитайте текст и вставьте в пропуски слова из рамки.

can (x2)	may	must	should	ought	have	had	be able	needn't
----------	-----	------	--------	-------	------	-----	---------	---------

Laptop computers are small personal computers that (1)_____ be used on the move. Before buying a laptop, you (2)_____ consider different tasks that you are going to use your computer for. Today there are more laptops sold in the PC market than desktop computers so they (3)_____ have their advantages over traditional PCs. For example, most laptops today have an inbuilt TV tuner which (4)_____ catch signals from satellite TV. However, not all vendors provide for an inbuilt TV tuner card. So you will (5)_____ to buy it if you want to watch TV through your laptop. Another advantage is that your laptop computer will (6)_____ to access the Internet with a wireless connection. Having a laptop also implies that you will want to transport it. For this reason you (7)_____ to buy a suitable bag for it. In the past, if you wanted to buy a powerful computer with advanced features, you (8)_____ to pay quite a lot of money. Today you (9)_____ worry because buying a modern laptop won't break the bank. You (10)_____ also choose to pay in instalments to break down the price.

3. ФРАЗОВЫЕ ГЛАГОЛЫ

Фразовые глаголы cut и keep

3.1. Вставьте слова из рамки в предложения и переведите их на русский язык.

at	down	off (x2)	on	out	to	up (x2)
----	------	----------	----	-----	----	---------

1. If you want to lose weight, you should cut _____ chocolate and sweets and cut _____ on salt.
2. We had to hurry to keep _____ with her.
3. The secret of dieting is to keep _____ it.
4. John kept _____ smoking despite the doctor's advice to give it up.
5. I'm trying to keep _____ fatty foods.
6. They cut _____ electricity yesterday so I couldn't cook anything.
7. Professional sportsmen keep _____ a strict diet.
8. Now we're going to peel and cut _____ cucumbers for our salad.

Фразовый глагол look

3.2. Вставьте слова из рамки в предложения и переведите их на русский язык.

after at for forward out over through up (x2)

1. If I come across an unknown English word, I look it _____ in a dictionary.
2. Look _____ this exercise and underline all irregular verbs in it.
3. My sister is looking _____ an English language course to improve her speaking skills.
4. I look _____ to hearing from you soon.
5. Look _____! There's a car coming.
6. He's an excellent teacher. All his pupils looked _____ to him.
7. We usually look _____ the neighbours' dog while they're on holiday.
8. Look _____ my dictionary! Someone has torn it!

Фразовые глаголы go и find

3.3. Вставьте слова из рамки в предложения и переведите их на русский язык.

in into off on (x2) out (x2) over with

1. Remember to go _____ your essay checking for grammar and spelling mistakes before you hand it in to the teacher.
2. That bag really goes _____ your shoes.
3. I'll just go and find _____ what's going _____ outside.
4. He is planning to go _____ for politics after graduating from university.
5. Please close the door as you go _____.
6. I'd rather not go _____ detail now. Can we discuss it later?
7. Stop talking and go _____ writing!
8. This bacon smells awful. I think it's gone _____.

4. КОМПЛЕКСНЫЕ ЛЕКСИКО-ГРАММАТИЧЕСКИЕ НАВЫКИ

4.1. Прочитайте текст и преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

Computers in Education

When Mrs. Bashet's son walks through the door after school, she (1)_____ to ask if he has any homework. She already knows.

NOT HAVE

That's because in 2007, Dougherty Valley High School, in California, (2)_____ a program called School Loop, essentially putting grade books, attendance sheets, student binders, and even blackboards online.

BUY

With a few mouse clicks on her computer at work, Mrs. Bashet can check her son's assignments and test scores as well as see in nearly real time if he (3)_____ any class.

SKIP

With School Loop, parents, teachers, administrators, and students can access a vast quantity of data as effortlessly as opening an email. At the moment school districts across the country (4)_____ School Loop and similar systems, such as Edline and PowerSchool.

ADOPT

Ed Zaiontz, executive director of information services, says that the trend toward shuttling information between schools, homes, and district offices (5)_____ to grow in the future as the digital divide shrinks.

CONTINUE

One might expect that today's high school students who learned to read at the same time as they learned to click a mouse and hit "Enter" wouldn't think twice about (6)_____ track of their classes online.

KEEP

However, when the school (7)_____ started using School Loop, about half of students groused about the new window parents would have on their school days.

ONE

4.2. Прочитайте текст и преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Do You Drink Coffee?

Drinking coffee is an irresistible habit for millions of people and most of them find it (1)_____ to do without it.

POSSIBLE

Yet, doctors feel pessimistic about drinking coffee and even consider it (2)_____.

HARM

Some people can drink several cups of coffee with few side effects. Other individuals may be so (3)_____ that even a small amount of coffee makes them uncomfortable.

SENSE

They may become impatient and notice some nervousness, headaches, and (4)_____ to concentrate.

ABLE

It is believed that coffee makes people more (5)_____. That is why people usually drink coffee in the morning.

ENERGY

However, there are people who (6)_____ feel sleepy after a cup of coffee.

ACTUAL

4.6. Прочитайте текст с пропусками, обозначенными номерами 1—7. Эти номера соответствуют заданиям 1—7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Side by Side

Melissa dropped into a chair in front of her manager's cherry veneer desk. "I don't know how people with kids can do this job," the 25-year-old radio advertising sales rep said.

Her boss, Laurie Thompson, had heard such self-doubt before. Her six salespeople at Connoisseur Media in Erie often popped into her office to give vent to their (1)_____ about a tough day of cold-calling.

Laurie nodded. She didn't have children, (2)_____ herself instead to a sales career, running marathons, cycling, sailing and spending time with her husband.

"I don't think I'll ever have kids, though that would really disappoint my parents," Melissa said.

“Why? Because you’re (3)_____ only child?” Laurie asked. Melissa said her parents would be disappointed because they (4)_____ for grandkids. Then she added, almost as an afterthought, “I was adopted.”

From the time she was tiny, Melissa knew that she was adopted. Her new parents were always open with their daughter about where she came from. Along the way, Melissa grew (5)_____ to questions from people who had learnt she was adopted. So she wasn’t at all (6)_____ about answering her boss that afternoon.

“Have you ever had a desire to meet your real parents?” Laurie asked.

“Not really,” Melissa said. “It’s not that I don’t want to. It’s just that I haven’t got around to it. And I don’t feel like I’m missing anything. My parents are wonderful.”

Melissa laughed and was about to leave when Laurie asked her another question.

“When were you born?”

“April 14, 1981.” Then, feeling she’d taken (7)_____ enough of her boss’s time, Melissa said goodbye and headed home.

- | | | | |
|------------------|------------------|-----------------|--------------|
| 1. 1) happiness | 2) joy | 3) frustrations | 4) tears |
| 2. 1) preparing | 2) concentrating | 3) involving | 4) devoting |
| 3. 1) — | 2) the | 3) a | 4) an |
| 4. 1) wanted | 2) needed | 3) desired | 4) longed |
| 5. 1) accustomed | 2) annoyed | 3) anxious | 4) ashamed |
| 6. 1) conscious | 2) hesitant | 3) interested | 4) reluctant |
| 7. 1) in | 2) over | 3) on | 4) up |

ПРОВЕРЬ СЕБЯ

1.1. 1. have to; 2. should; 3. Do you have to; 4. should; 5. had to; 6. should; 7. have to; 8. has to; 9. should; 10. Do I have to; 11. has to; 12. had to; 13. should; 14. don’t have to; 15. should; 16. should; 17. doesn’t have to; 18. had to; 19. have to; 20. should

1.2. 1. must; 2. must; 3. needn’t, needn’t; 4. mustn’t; 5. mustn’t; 6. needn’t; 7. mustn’t; 8. needn’t; 9. mustn’t; 10. mustn’t; 11. must; 12. mustn’t; 13. mustn’t; 14. needn’t; 15. mustn’t

2.1.1. mustn’t; 2. can; 3. had to; 4. needn’t; 5. should; 6. have; 7. needn’t; 8. could; 9. had to; 10. couldn’t; 11. must; 12. might; 13. May; 14. needn’t; 15. can’t; 16. ought to; 17. were able to; 18. couldn’t; 19. must; 20. could

2.2. 1. a; 2. b; 3. b; 4. a; 5. c; 6. a; 7. c; 8. b; 9. c; 10. a; 11. b; 12. c; 13. a; 14. c; 15. a; 16. c; 17. b; 18. a; 19. b; 20. c

2.3. (Возможные варианты ответов)

1. You must learn this rule. 2. You should have forgotten about it long ago. 3. The bus was to arrive 5 minutes ago. 4. Will you be able to translate this text tomorrow? 5. You won’t have to wait. 6. You needn’t come again. / You don’t have to come again. 7. He had to read this story. 8. Could you repeat your question, please? 9. I won’t be able to help you. 10. Can you skate? 11. You should finish this work. 12. I will be able to speak English very well in a year. 13. What did you have to do yesterday? 14. May I go out? 15. He was to come an hour ago. 16. Must/Shall I do this exercise? 17. The teacher said we might/could go home. 18. You mustn’t read this book. 19. Last year I couldn’t swim but now I can. 20. The competitions are to take place next week.

2.4. 1. can; 2. should; 3. must; 4. can; 5. have; 6. be able; 7. ought; 8. had; 9. needn’t; 10. may

3.1. 1. out, down; 2. up; 3. at; 4. on; 5. off; 6. off; 7. to; 8. up

3.2. 1. up; 2. through; 3. for; 4. forward; 5. out; 6. up; 7. after; 8. at

3.3. 1. over; 2. with; 3. out, on; 4. in; 5. out; 6. into; 7. on; 8. off

4.1. 1. doesn’t have; 2. bought; 3. has skipped; 4. are adopting; 5. will continue; 6. keeping; 7. first

4.2. 1. impossible; 2. harmful; 3. sensitive; 4. inability; 5. energetic; 6. actually

4.3. 3444124

В этом уроке вы:

- вспомните правила употребления артиклей;
- разовьете навыки образования слов с помощью префиксов *un, in, im, re, dis, mis*;
- напишете письмо другу и сочинение по предложенной проблеме.

1. УПОТРЕБЛЕНИЕ АРТИКЛЕЙ

Употребление неопределенного артикля

Неопределенный артикль *a/an* употребляется только с исчисляемым существительным в единственном числе. Артикль **a** употребляется перед словом, начинающимся с согласного звука, а артикль **an** — перед словом, начинающимся с гласного звука.

Употребляется	Примеры
Если существительное упоминается впервые (новая информация)	I've got a modern computer.
Перед существительным, представляющим класс, вид, группу людей, животных, вещей	A cat is a very clever animal.
В устойчивых словосочетаниях	to have a good time, to be a success, to have a rest, to have a toothache, to go for a walk, to give smb a lift, to catch a cold, an only child, a lot of, a couple of, a number of, etc.

Употребление определенного артикля

Определенный артикль *the* может употребляться со всеми типами существительных как в единственном, так и во множественном числе.

Употребляется	Примеры
С единственными в своем роде существительными, а также с существительными, которые уже упоминались ранее или являются определенными в данной ситуации общения.	The world is full of danger nowadays. The Tower of London is a museum. He's got a car but the car is out of order. Open the door, please.
Перед прилагательными в превосходной степени, порядковыми числительными.	He is the tallest boy in my group. Today is the first day of spring.

Употребляется	Примеры
С существительными, употребляемыми в качестве обстоятельства места.	in the world, in the sky, in the picture, in the jungles, in the garden, at the seaside, at the theatre/cinema, at the library, in(on) the street, on the radio
С фамилией семьи, обозначающей всех её членов (Ивановы, Петровы).	The Browns live in London.
С национальностями, оканчивающимися на -sh, -ch, -ese .	The British are said to be polite. The Chinese built the Great Wall.
С названиями рек, морей, океанов, каналов, групп островов, горных хребтов, пустынь, а также некоторых стран.	the Thames, the North Sea, the Arctic Ocean, the British Channel, the British Isles, the Alps, the Netherlands, the USA, the UK, the Russian Federation
С названиями кинотеатров, театров, отелей, музеев и галерей, организаций и газет.	the Odeon, the Globe, the Sheraton, the British Museum, the National Gallery, the BBC, the Times
С музыкальными инструментами, танцами, изобретениями.	He can play the piano very well. The telephone was invented in 1876.
С прилагательными в роли существительных.	the homeless, the deaf, the disabled The government tries and helps the homeless to survive.

Отсутствие артикля (нулевой артикль) перед существительными

Употребляется	Примеры
С неисчисляемыми существительными и существительными во множественном числе, если они упоминаются впервые или употреблены в общем значении.	Life is too short. I don't like tea, I prefer milk. I've got lots of English books at home.
С именами и фамилиями в единственном числе.	Peter and John live in London. Aunt Mary lives in Los Angeles.
При указании способа путешествия.	by plane/train/ferry/bus/car, on foot I always travel by car.
С существительными, обозначающими время приема пищи.	To have breakfast/lunch/dinner/tea I usually don't skip breakfast.
С названиями улиц, площадей, парков, вокзалов, городов, горных вершин, островов, озер, стран, континентов.	Oxford Street, Trafalgar Square, Hyde Park, Victoria Station, London, Ben Nevis, Cyprus, Lake Victoria, England, Africa.
С названиями цветов, видов спорта, игр, дней недели, месяцев, языков (без слова language), школьных предметов, журналов и праздников.	red, do gymnastics, play football, Monday, May, English, French, History, Geography, Yes (журнал), Easter, Christmas
Со словами <i>bed, school, college, university, hospital, church, prison</i> , когда они обозначают деятельность, связанную с ними.	Pupils go to school 5 days a week. Ho: My mother went to the school to speak to the teacher. I went to hospital because I was ill.

Употребляется	Примеры
С названиями ресторанов, магазинов, банков, если в названии есть имя основателя или владельца.	St. John's Restaurant, McDonalds Restaurant, Harrods, Selfridges, Barclays Bank
С названиями из двух слов, если первое слово является именем/ фамилией или названием места.	Kennedy Airport, Westminster Abbey
В словосочетаниях <i>at home, at school, at work</i>	Mary is at work today.

1.1. Вставьте артикль *the* там, где необходимо.

1. He should go to _____ bank today.
2. He finishes _____ work at 6 o'clock every day.
3. He has gone to _____ doctor.
4. He likes all _____ kinds of _____ modern music.
5. He's going to _____ bed.
6. Very few people can speak _____ Chinese.
7. Her children usually arrive home from _____ school at two o'clock.
8. Does he live a long way from _____ city centre?
9. What time do you start work in _____ morning?
10. Would you like to go to _____ museum today?
11. Would you like to go to _____ university?
12. "Where's Ann?" "She's in _____ library."
13. What are you going to do when you leave _____ school?
14. He is in _____ hospital. He is seriously injured.
15. Do you ever go to _____ church?
16. Can you tell me where _____ railway station is, please?
17. _____ Christmas is _____ time to be merry.
18. Why is he in _____ prison? Has he done anything wrong?
19. There were a lot of people at _____ station.
20. He has a bad tooth, so he's going to _____ dentist.

1.2. Вставьте артикль *the* там, где необходимо.

1. Haven't you been to _____ Acropolis yet?
2. Can you play _____ piano?
3. _____ mother isn't at home.
4. Is _____ Moscow _____ capital of _____ Russia?
5. Is _____ Cyprus in _____ Mediterranean?
6. Is _____ London in _____ United Kingdom or in _____ France?
7. Where is _____ Sahara Desert?
8. What is _____ biggest island in _____ Italy?
9. What is _____ capital of _____ Spain?
10. Is _____ Indian Ocean bigger than _____ Arctic Ocean?
11. Is _____ Everest the highest mountain in _____ world?
12. Where are _____ Israel and _____ Malta?
13. Where are _____ Thames and _____ Volga?
14. _____ Australia is _____ interesting country.
15. _____ Australians are very friendly.
16. Some of _____ strangest animals live in _____ Australia.
17. Many people go trekking in _____ mountains like _____ Alps.
18. When they were in _____ London, they stayed at _____ Hilton Hotel.

19. They visited _____ Hyde Park and _____ Buckingham Palace.
20. _____ Queen Elizabeth wasn't at _____ palace at that time.

1.3. Вставьте артикли *a/an* или *the*.

1. He wrote to his girl but _____ letter didn't arrive.
2. Great Britain is _____ island.
3. What is _____ name of this town?
4. She is _____ very nice girl.
5. London is _____ large city.
6. What is _____ largest city in Britain?
7. Would you like _____ cup of tea?
8. Could you tell me _____ time please?
9. She looks very tired. She needs _____ holiday.
10. Don't sit on _____ floor.
11. "Let's go to _____ restaurant tomorrow." "That's _____ idea."
12. Will you turn on _____ radio, please?
13. She is in _____ bathroom. She's having _____ bath.
14. This is a nice room, but I don't like _____ colour of _____ carpet.
15. They live in _____ large house near _____ station. It's five miles from _____ centre.
16. Excuse me, can I ask _____ question, please?
17. David is _____ best player in their football team.
18. How far is it from here to _____ airport?
19. Don't forget to send them _____ postcard.
20. Have you ever seen _____ elephant?

1.4. Вставьте артикли *a, an, the* там, где необходимо.

1. I'm looking for _____ job.
2. He must go to _____ bank to get some money.
3. Would you like _____ apple?
4. I'm going away at _____ end of this month.
5. He went to _____ prison to visit his brother.
6. Ann didn't go to _____ work yesterday.
7. _____ rich should pay more taxes.
8. We should call _____ doctor.
9. That's _____ nice pair of jeans.
10. The underground is _____ fast means of transport.
11. Can you hear _____ music?
12. Many people are afraid of _____ dogs.
13. I'd like to have _____ piano.
14. _____ French are famous for their food.
15. _____ Sweden is in _____ northern Europe.
16. _____ Tower of London is _____ popular tourist attraction.
17. They gave me _____ information about flights.
18. What _____ interesting news!
19. _____ Alps extend over 1,000 kilometres.
20. _____ coffee is expensive nowadays.

1.5. Вставьте артикли *a/an* или *the* там, где необходимо.

1. She is very good at _____ painting.
2. _____ Queen lives in _____ London.
3. Newcastle is _____ town in _____ north of _____ UK.
4. His favourite newspaper is _____ Guardian.
5. He went on _____ expensive holiday to _____ Bahamas.

6. _____ Statue of Liberty is in _____ New York.
7. _____ Hilton Hotel is situated near _____ River Thames.
8. _____ Tate Gallery is quite far from _____ Science Museum.
9. I have _____ appointment at _____ dentist's. I've got _____ terrible toothache.
10. We spent _____ last summer on _____ island of Crete.
11. My father owns _____ shop in _____ village where we live.
12. He has _____ sunstroke after spending too much time on _____ beach.
13. We went for _____ walk along _____ coast.
14. _____ tigers are dangerous.
15. Can you give me _____ book over there?
16. There's _____ letter for you on the table.
17. I like watching _____ TV
18. Turn off _____ television .
19. What _____ interesting book!
20. I have English five days _____ week.

1.6. Прочитайте текст и вставьте артикль *the* там, где необходимо.

Traditionally (1)_____ London is divided into several parts: (2)_____ City, (3)_____ Westminster, (4)_____ West End and (5)_____ East End. The two main sights of (6)_____ City are (7)_____ St. Paul's Cathedral and (8)_____ Tower of London. (9)_____ Westminster is the political centre of (10)_____ London. Here you can see (11)_____ Houses of Parliament, (12)_____ Westminster Abbey and (13)_____ Buckingham Palace, which is the official residence of (14)_____ Queen.

(15)_____ West End includes the main shopping areas of (16)_____ Oxford Street and (17)_____ Regent Street, and the entertainment centres of (18)_____ Piccadilly Circus and (19)_____ Leicester Square. It's (20)_____ richest and most beautiful part of the capital.

1.7. Прочитайте текст и заполните пропуски артиклями *a/an* и *the* там, где необходимо.

(1)_____ United Kingdom of (2)_____ Great Britain and (3)_____ Northern Ireland is the official name of the state which is situated in (4)_____ British Isles. The UK is (5)_____ island state. The main islands are separated by (6)_____ Irish Sea. The UK is separated from the continent by (7)_____ English Channel and (8)_____ Strait of Dover. It is washed by (9)_____ Atlantic Ocean in the north and (10)_____ North Sea in the east. The capital of the UK is (11)_____ London. (12)_____ English is the official language.

There are (13)_____ lot of rivers in (14)_____ Great Britain. The most important river is (15)_____ Thames. (16)_____ Ben Nevis in (17)_____ Scotland is the highest mountain. There is (18)_____ saying that Britain doesn't have (19)_____ climate, it only has (20)_____ weather.

1.8. Прочитайте текст и заполните пропуски артиклями там, где необходимо.

The thirteen original states of two hundred years ago, strung out along (1)_____ Atlantic coast, are still the most densely populated, with about a quarter of the American people living there. Beginning at the Canadian border in (2)_____ North, the six 'New England' states are the most 'English' — and today are more prosperous than the rest of the American northeast.

The southern end of (3)_____ New England merges into the suburbs of (4)_____ New York City. (5)_____ Manhattan Island includes everything that most people think of when they say 'New York': (6)_____ Wall Street and the office skyscrapers clustered around it; (7)_____ Fifth Avenue running up the centre of the island, with (8)_____ Broadway slanting from it; (9)_____ Empire State Building; (10)_____ Rockefeller Cen-

tre; (11) _____ United Nations Building; the museums and central shops; and (12) _____ Central Park (where at times it is dangerous to walk alone). But (13) _____ Manhattan has only around two million residents.

Eastern New York State includes the whole valley of (14) _____ Hudson River, but the state extends 500 kilometres to the west to Lakes (15) _____ Ontario and (16) _____ Erie, with (17) _____ Niagara Falls between them. The state is as big as (18) _____ England.

To the south, (19) _____ Philadelphia is the metropolis of Pennsylvania, with five million people in its 'metropolitan area', or city plus suburbs. Pennsylvania is the main part of the mid-Atlantic area, which includes New Jersey and Maryland, bounded at the south by (20) _____ Potomac River. It was on this border that the founding fathers chose the site for the national capital.

Southwards from (21) _____ Washington, along the Atlantic coastal area east of (22) _____ Appalachians, are the four main former slave states of the original thirteen. The mountains were a barrier to early movement westwards for the early generations, but beyond the mountains the vast central plain stretches all the way to (23) _____ Rocky Mountains, with the water from (24) _____ Mississippi to flow down to (25) _____ Gulf of Mexico.

2. СЛОВООБРАЗОВАНИЕ — ПРЕФИКСЫ

2.1. Образуйте однокоренные слова, используя префиксы, и разбейте их по категориям.

Attentive, charge, predictable, mortal, considerable, comfortable, information, pronounce, plant, common, make, valuable, qualification, eatable, passive, expensive, spell, respect, possible, replace. fortunate, read, edible, satisfaction, set, justice, interpret, lucky, mature, decorate.

Префиксы	un-	in-	im-	re-	mis -	dis-
Однокоренные слова		<i>inattentive</i>				

2.2. Используя префиксы, преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию предложений. Глаголы следует поставить в нужное время. Заполните пропуски полученными словами. Переведите предложения на русский язык.

- | | |
|---|--------------------|
| 1. The car is becoming increasingly sophisticated and _____. | RELIABLE |
| 2. The story lines of soap operas are absolutely _____. | BELIEVABLE |
| 3. It seems _____ that he doesn't know anything about the murder. | PROBABLE |
| 4. The time of our departure is still _____. | CERTAIN |
| 5. The dinosaurs _____ from Earth millions of years ago. | APPEAR |
| 6. Our experiment proved that the differences between these two types are _____ and cannot influence our results. | SIGNIFICANT |
| 7. The treaty was _____ by the Senate and was not signed. | APPROVE |
| 8. The book is difficult because it is full of _____ words. | FAMILIAR |
| 9. It might sound _____ of me, but I am very proud of our achievements. | MODEST |
| 10. They are producing energy from _____ materials. | ORGANIC |

2.3. Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Inattentional blindness is an (1)_____ state when a person fails to notice (2)_____ but fully visible object. Some scientists see such blindness as a result of vision (3)_____. However, this typically happens because people today are overloaded with inputs. It is (4)_____ to pay attention to every single input therefore humans are (5)_____ to focus their attention on everything they see. Many people falsely believe that they don't experience this type of blindness as they are (6)_____ that they are missing things. The best proof of this phenomenon is the "(7)_____ Gorilla" test, when people are (8)_____ of seeing "a gorilla" because they are engaged in a difficult task of counting the number of passes of the ball. The same situation takes place when a driver, especially (9)_____ one, is using his mobile phone while driving. This is significantly distracting and can lead to (10)_____ accidents.

USUAL
EXPECTED
ORDER

POSSIBLE
ABLE

AWARE

VISIBLE
CAPABLE

EXPERIENCED

PREDICTABLE

3. РАЗВИТИЕ НАВЫКА ПИСЬМА

3.1. You have 20 minutes to do this task.

This is part of a letter from Jane, your English pen friend.

... My home town is rather small but I like it. The people here are very friendly and they try and keep our town clean and beautiful. And do you enjoy living in a big city? How do you spend your spare time there?
Anyway, I'm thinking of travelling around Russia next summer. Could you tell me what weather to expect? Should I take warm clothes with me?

Write a letter to Jane.

In your letter

- answer her questions
- ask **3 questions** about her home town

Write **100—140 words**.

Remember the rules of letter writing.

3.2. You have 20 minutes to do this task.

You have received a letter from your English pen friend Julia, who writes:

...Guess what? I'm coming to Russia in August with my parents. You know I'm especially interested in Russian art and it's a wonderful chance to visit some art galleries and museums. What would you recommend me to visit? Is museum entrance fee high in Moscow? Are there any discounts for students?
Well, I must finish now because I've got an exam tomorrow. Write back soon and tell me all your news.

Write back to Julia.

In your letter

- answer her questions
- ask **3 questions** about her journey to Russia.

Write **100 — 140 words**.

Remember the rules of letter writing.

3.3. You have 60 minutes to do this task.

Comment on the following statement.

TV viewing is one of the most popular leisure pastimes among children. However, many parents believe that their children watch too much TV.

Do you agree or disagree? What is your opinion?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

3.4. You have 60 minutes to do this task.

Comment on the following statement.

Some people think that graffiti is another form of expressing art whereas others consider it to be pure vandalism.

What is your opinion?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

ПРОВЕРЬ СЕБЯ

1.1. 1. the; 2. —; 3. the; 4. —, —; 5. —; 6. —; 7. —; 8. the; 9. the; 10. the; 11. —; 12. the; 13. —; 14. —; 15. —; 16. the; 17. —, a; 18. —; 19. the; 20. the

1.2. 1. the; 2. the; 3. —; 4. —, the, —; 5. —, the; 6. —, the, —; 7. the; 8. the, —; 9. the, —; 10. the, the; 11. —, the; 12. —, —; 13. the, the; 14. —, an; 15. The/—; 16. the, —; 17. —, the; 18. —, the; 19. —, —; 20. —, the

1.3. 1. the; 2. an; 3. the; 4. a; 5. a; 6. the; 7. a; 8. the; 9. a; 10. the; 11. a, an; 12. the; 13. the, a; 14. the, the; 15. a, the, the; 16. a; 17. the; 18. the; 19. a; 20. an

1.4. 1. a; 2. the; 3. an; 4. the; 5. the; 6. —; 7. the; 8. the; 9. a; 10. a; 11. —; 12. —; 13. a; 14. the; 15. —, —; 16. the, a; 17. —; 18. —; 19. the; 20. —

1.5. 1. —; 2. the, —; 3. a, the, the; 4. the; 5. an, the; 6. the, —; 7. the, the; 8. the, the; 9. an, the, —; 10. —, the; 11. a, the; 12. —, the; 13. a, the; 14. —; 15. the; 16. a; 17. —; 18. the; 19. an; 20. a

1.6. 1. —; 2. the; 3. —; 4. the; 5. the; 6. the; 7. —; 8. the; 9. —; 10. —; 11. the; 12. —; 13. —; 14. the; 15. The; 16. —; 17. —; 18. —; 19. —; 20. the

1.7. 1. The; 2. —; 3. —; 4. the; 5. an; 6. the; 7. the; 8. the; 9. the; 10. the; 11. —; 12. —; 13. a; 14. —; 15. the; 16. —; 17. —; 18. a; 19. a; 20. —

1.8. 1. the; 2. the; 3. —; 4. —; 5. —; 6. —; 7. —; 8. —; 9. the; 10. the; 11. the; 12. —; 13. —; 14. the; 15. —; 16. —; 17. —; 18. —; 19. —; 20. the; 21. —; 22. the; 23. the; 24. the; 25. the

2.1. *un* — unpredictable, uncomfortable, uncommon, uneatable, unfortunate, unlucky
in — inattentive, inconsiderable, invaluable, inexpensive, inedible, injustice
im — immortal, implant, impassive, impossible, immature
re — recharge, remake, replace, reread, reset, redecorate
mis — misinformation, mispronounce, misspell, misread, misinterpret
dis — discharge, disinformation, disqualification, disrespect, displace, dissatisfaction

2.2. 1. unreliable; 2. unbelievable; 3. improbable; 4. uncertain; 5. disappeared; 6. insignificant; 7. disapproved; 8. unfamiliar; 9. immodest; 10. inorganic

2.3. 1. unusual; 2. unexpected; 3. disorder; 4. impossible; 5. unable; 6. unaware; 7. invisible; 8. incapable; 9. inexperienced; 10. unpredictable

3.1. (*Возможный вариант ответа*)

Moscow
Russia
03.06.2012

Dear Jane,

Thanks for your reply. It was great to hear from you so soon.

In your letter you ask me about the life in a big city. As for me, I enjoy living in Moscow as there are lots of parks, museums and galleries. In the evenings I usually go for a walk with my friends and at the weekend we go to the theatre or visit a museum.

What about your town? Has it got any museums? Are they free for students? Are there any sports facilities there?

Anyway, I'm glad you're going to visit Russia. The weather in summer is usually hot so I don't think you'll need lots of warm clothes. However, you'd better take a jacket as nights can be quite cool. Can't wait to see you!

Please write back!

Love,
Rita

3.2. (*Возможный вариант ответа*)

Moscow
Russia
04/06/12

Dear Julia,

Hi! How's it going? Thanks for your letter. I hope you did well at your exam. Was it difficult?

Well, I'm really glad you're going to visit Russia. There are lots of art galleries and museums in Moscow. You should by all means visit the Tretyakov Gallery and the Pushkin Museum of Fine Arts because they are the best ones. Unfortunately, there are no discounts for students in summer. However, the entrance fees aren't very high.

Anyway, write back and tell me all your travel details. Would you like me to meet you at the airport? How long are you going to stay in Moscow? What other cities are you planning to visit?

I've got to go now because Mum's calling me. Hope to see you soon!

All the best,
Marina

3.3. (*Возможный вариант ответа*)

Most kids plug into the world of television long before they enter school. No wonder that their parents are worried about the consequences of excessive TV viewing and I completely agree with them.

In my opinion, children are too addicted to watching television, spending hours in front of their TV set. As a result, TV can get in the way of studying, playing and interacting with parents and friends. In addition, excessive TV viewing can result in obesity as kids are inactive and tend to snack while watching TV. What is more, there is a lot of violence on television, which can set a bad example for children.

Nevertheless, kids need entertainment and they consider TV one of the best ways of spending their free time. They also say that TV helps them to broaden their minds as they can see what's happening in the world without leaving their homes.

As for me, I cannot totally agree with them. Although TV can be an excellent entertainer and educator, there are lots of active ways of entertainment such as playing games or doing sports, which are actually much healthier. Moreover, we should not forget about the educational value of reading a good book.

To sum up, I agree that television, in moderation, can be a good thing. However, if children watch TV all day long, it is really harmful. That is why I believe parents should set viewing limits to ensure their kids do not spend too much time watching TV.

3.4. (*Возможный вариант ответа*)

Art has lots of different forms. However, its evaluation is especially problematic today when controversial art forms such as graffiti have become rather popular. Although the artistic value of graffiti is still highly contested, I regard it as a new form of art.

In my opinion, works produced by graffiti artists demonstrate a range of personal and cultural expression as it is the way for people to express their feelings and emotions. In addition, graffiti like any other art work takes vision and planning as well as a lot of effort. What is more, in many ways viewing graffiti is very much like viewing contemporary art in a gallery and it is appreciated by many people.

Nevertheless, graffiti is often seen as vandalism because instead of canvas graffiti artists choose train cars or public walls. Moreover, for many people graffiti is often associated with crime and violence.

Actually, these opinions are unfair as most graffiti artists do not belong to any rebellious subculture. I am convinced that people paint on public things because they have nowhere else to express their feelings. I believe city authorities should create special places for graffiti where all people will be able to appreciate it. In fact, graffiti can be very artistic, colourful and can brighten up an area.

In conclusion, I would argue that graffiti is definitely a form of art worthy of display in public places, although I agree that artists should get permission from those whose property will be used as canvas.

День 25. Повторение

В этом уроке вы:

- закрепите навыки аудирования и чтения;
- используете изученный лексико-грамматический материал практически;
- напишете письмо другу и сочинение по предложенной проблеме.

Раздел 1. АУДИРОВАНИЕ

B1 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. I don't have to commute.
2. My job has got some disadvantages.
3. My job brings me real satisfaction.
4. I was totally absorbed in my job.
5. My job guarantees stability.
6. I want to become famous one day.
7. I find my job really boring.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор друзей. Определите, какие из приведенных утверждений **A1—A7** соответствуют содержанию текста (**1 — True**), какие не соответствуют (**2 — False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 Mr. Max Mason is a journalist.

- 1) True 2) False 3) Not stated

A2 The novel "Ragtime" is set in the seventies.

- 1) True 2) False 3) Not stated

A3 Max has read seven of Doctorow's stories.

- 1) True 2) False 3) Not stated

- A4** George Saunders is a modern writer.
 1) True 2) False 3) Not stated
- A5** Max read Kurt Vonnegut's books while studying at university.
 1) True 2) False 3) Not stated
- A6** Max has already read John Steinbeck's "East of Eden".
 1) True 2) False 3) Not stated
- A7** The show host would like to read "The Adventures and Misadventures of Maqroll."
 1) True 2) False 3) Not stated

Вы услышите интервью с бывшим президентом США Биллом Клинтоном. В заданиях A8—A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8** Bill Clinton looks more physically fit now because he
 1) doesn't work anymore.
 2) eats healthy food.
 3) spends much time in the weight room.
- A9** The issues which the Clinton Global Initiative deals with
 1) change every year.
 2) are connected with education.
 3) are aimed at kids.
- A10** In Haiti people cut down trees because
 1) they use them for making charcoal.
 2) it's a way of earning money.
 3) they don't care about their environment.
- A11** Bill Clinton believes that
 1) America should have a moratorium on offshore drilling.
 2) most Americans want to use solar and wind energy.
 3) they should persuade Americans to switch to solar and wind energy.
- A12** Helping the poor is in the self-interest of wealthy people because
 1) they have too much wealth.
 2) they can also be plunged into poverty.
 3) their future depends on the well-being of others.
- A13** Which of former presidents went on to work in the judiciary after leaving office?
 1) Theodore Roosevelt. 2) William Howard Taft. 3) Herbert Hoover.
- A14** Bill Clinton advises young people coming out of college today
 1) to choose career in politics.
 2) to acquire financial success.
 3) to always help other people.

Раздел 2. ЧТЕНИЕ

B2	<i>Установите соответствие между заголовками 1—8 и текстами A—G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.</i>
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1. Space Research
2. A Touch of Magic
3. Great Expectations
4. M-Learning Revolution

5. Wary Birds
6. Viable Alternative
7. Old Custom
8. Attractive Destination

A. The Hebrides, a group of islands off the Scottish coast, offers tourists a diversity of wildlife and scenery with few equals in the UK. And in the waters around them you can find not only dolphins but whales and the mighty sea eagle as well. In places it is possible to see such marine animals from the shore, but to have the best views you need to be on a boat.

B. Mostly it's about hot air — for without that, balloons are just big empty bags with baskets on the bottom. The Montgolfier brothers had great hopes when they made the first manned flight. They thought balloons would take off as a viable means of commercial flight. Instead, they have remained the province of sport, adventure and enjoyment. Yet they still retain the essential characteristics which make them so attractive.

C. Many people still think that to get the chance to go to space you have got to try to become an astronaut. Unfortunately, the chances of succeeding are tiny, simply because there are so few astronauts and there is no prospect of a lot more being employed. However, you need not despair because you will be able to go as a visitor. But the first thing you should do is to save up because the demand is expected to be strong and prices will be high.

D. The natural cautiousness is usual in herons. They prefer to spend the day in areas where they can hunt for fish in peace. They seldom allow close approach and are quick to take to the air when they sense humans are about. Such nervousness is understandable, given that they have suffered from persecution from fish farmers.

E. Crop circles are large circular patterns which have been turning up mysteriously in cornfields all over southern England, and in other parts of the world, since the 1980s. Many people believe they could not have been done by human beings — they say only visitors from outer space could have created such circles. Although scientists are trying to solve this mystery, the scientific explanation has not been found yet.

F. Teachers are used to asking students to turn off their mobile phones but soon they could be a major classroom aid for teaching and learning. Three schools in the Richmond area are taking part in an innovative project in which students will use their mobile phones. Students can use the phones to get access to learning materials as more phones nowadays have links to the Internet.

G. Every year, large crowds of people gather at Cooper's Hill to watch the Cheese Rolling Championship. A group of brave people roll a large cheese down the hill, and then run down after it. In theory, competitors must catch the cheese, but as it can reach speeds up to 70 miles an hour, this rarely happens. Cheese Rolling has been going on for hundreds of years and nobody knows for sure when it first started.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски A—F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

Volcanoes

Volcanic eruptions are among the Earth's most powerful and destructive forces. However, they are also creative forces. The Earth's first oceans and atmosphere formed from the gases given off by volcanoes. In turn, the oceans and the atmosphere created the environment (A)_____. Volcanoes have also shaped the Earth's landscape. Many of our mountains, islands, and plains have been built by volcanic eruptions.

The Earth's crust is broken into plates (B)_____. There are 16 major plates. These rigid plates float on a softer layer of rock in the Earth's mantle. As the plates move about they push together or pull apart. Most volcanoes are located near the edges of plates.

Deep within the Earth it is so hot that some rocks slowly melt and become a thick flowing substance called magma. (C)_____, magma rises and collects in magma chambers. Eventually some of the magma pushes through vents and fissures in the Earth's surface. A volcanic eruption occurs! Magma that has erupted is called lava.

Some volcanic eruptions are explosive and others are not. How explosive an eruption is depends on how runny or sticky the magma is. If magma is thin and runny, gases can escape easily from it. (D)_____, it flows out of the volcano. Lava flows rarely kill people, because they move slowly enough for people to get out of their way. Lava flows, however, can cause considerable destruction to buildings in their path.

If magma is thick and sticky, gases cannot escape easily. Pressure builds up (E)_____. In this type of eruption, the magma blasts into the air and breaks apart into pieces called tephra. Tephra can range in size from tiny particles of ash to house-size boulders.

Explosive volcanic eruptions can be dangerous and deadly. They can blast out clouds of hot tephra from the side or top of a volcano. These fiery clouds race down mountainsides destroying almost everything in their path. Ash erupted into the sky falls back to Earth like powdery snow, but snow (F)_____. If thick enough, blankets of ash can suffocate plants, animals, and humans. When hot volcanic materials mix with water from streams or melted snow and ice, mudflows form. Mudflows have buried entire communities located near erupting volcanoes.

1. that resemble a jigsaw puzzle
2. when plates push together
3. until the gases escape violently and explode
4. that made life possible on our planet
5. because it is lighter than the solid rock around it
6. that doesn't melt
7. when this type of magma erupts

A	B	C	D	E	F

Прочитайте текст и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

It started with a casual phone call in the spring of 2005. A good friend, Mike Crenshaw, finally got a permit from the National Park Service to lead a private party of 16 boaters down the Colorado River. He had a slot open for Willie. Was he interested?

"It was the chance of a lifetime," Stewart says. He had been waiting years for this trip to happen. "How could I refuse?"

But before they shoved off, he had a couple of things to take care of. He had to get a white-water kayak, learn how to use it, and get a prosthesis to replace his missing arm.

The trip was still about four months off and Stewart figured he had time to master the needed skills for white-water kayaking. He spent hours practising in the university pool and in a creek down the road from his house. Over and over, he flipped himself upside down so he could work on his Eskimo roll in which he uses his paddle and a little hip action to flip himself upright. Finally, figuring he was ready, Stewart headed for the Grand Canyon.

Even with all his training, he was barely prepared for the adventure. At the first significant rapids, a middling run of white water called Badger Creek, Stewart was thrown out of his boat. He recalls how demoralized he felt as he swam to shore. Farther downriver at a place called House Rock, he was knocked over four times. He made it through mostly because he'd mastered one good move: the Eskimo roll.

At another set of rapids, Horn Creek, he got sucked into a violent implosion of water that held him in a swirling maelstrom for several terrifying seconds. At the next, Hance, which was full of rocks, Stewart says, "I was upside down, backward — basically, I was bounced down the river like a rubber ball." He was figuratively, and literally, in over his head.

Stewart decided that to even pretend he knew what he was doing would be pure suicide. From then on, he followed more experienced paddlers through the thundering waters and relied on his Eskimo roll for emergencies. Up until now, even after his injury, Stewart had dominated just about every competition he entered. Here in the canyon, he realized, he might have met his match.

The Colorado can be a brutal adversary. It flows at the rate of anywhere from 10,000 to 30,000 cubic feet every second. It has roughly 100 named, or significant, rapids and a dozen smaller ones, all more than capable of trashing Stewart and his little plastic boat. And then there is the cold. Water temperature seldom gets above the high 40s. Some stretches are so chilly that boaters are warned not to swim in them at all. The shock of immersion can cause muscle exhaustion and drowning, even a heart attack.

After about a week and a half, Stewart had made it 90 miles. "I couldn't believe I was still alive," he admits. "It was pure luck." His luck was about to change.

He had been dreading the huge rapids called Crystal. Rapids in the Grand Canyon are rated one to ten in degree of difficulty, ten being the meanest. Stewart began his attack by dodging an enormous whirlpool. Paddling frantically, he slipped past a wall of waves powerful enough to flip a boat twice the size of his, and skirted what one guide called a "raft-ripping rock."

But he still wasn't finished. There was a second half to navigate, a treacherous, boulder-strewn run euphemistically called the Rock Garden. To Stewart's relief, he wove through it all without getting tipped over once.

Shortly afterward, the river took a sharp left turn where he had to negotiate a little set of white water, coincidentally called Willies Necktie. The danger here is the way the current drives boats into the crook of the turn on the right side. The way to avoid it is to stay on the left. Stewart knew that, but he dropped his guard, making a deadly mistake. He drifted right.

Before he could make the correction, his boat slammed into a boulder and flipped. Tons of rushing water pinned him against the canyon wall. He tried to do his Eskimo roll, but his right arm — the one he always used to pull himself up — was jammed against the rock. Somehow he had to get himself vertical using his prosthesis.

Stewart fought hard, pushing up again and again, each time getting a few gasps of air before being submerged. Exhausted, freezing, running out of room to breathe, he

thought he had one more try left in him. Gathering his last bit of energy, he lunged for the surface. This time, his paddle blade caught just right, and he pulled himself up-right.

After a little less than a minute, the current spun him around and slammed him into a rock. Before he'd even caught his breath, Stewart was underwater again. Luckily, this time someone saw him go down.

Timmy O'Neill was an experienced kayaker on his fifth Canyon run. He quickly paddled across the river to help, arriving just in time to see Stewart's kayak pop to the surface. Several long seconds later, Stewart bobbed up. As he reached for O'Neill's kayak, they were both sucked into a hole of churning water. Finally, the river spit them out, and Stewart discovered he had a new problem. His paddle, strapped to his prosthesis, was acting like an anchor, dragging him toward the next set of rapids. He had to decide: keep the arm and drown, or cut it loose. Frantic, he clawed at the tight straps, finally getting them free. Then he felt the current drag everything away. "My arm," he gasped. It was gone.

"I was devastated," Stewart recalls. Here he was at the 100-mile mark, less than halfway, and for all practical purposes the trip was over.

(Adapted from 'Kayak Adventurer on the Colorado River' by Doug Colligan)

- A15** Willie Stewart
- 1) was an experienced kayaker.
 - 2) had a white-water kayak.
 - 3) was disabled.
 - 4) had been to the Grand Canyon before.
- A16** Before heading for the Grand Canyon, Stewart spend a lot of time
- 1) practising a self-rescue technique.
 - 2) studying at University.
 - 3) swimming in the pool.
 - 4) looking for a prosthesis
- A17** After a set of rapids, Stewart understood that
- 1) he was well prepared for the adventure.
 - 2) he was having the best match in his life.
 - 3) he didn't have necessary skills to succeed.
 - 4) his adventure was a pure suicide.
- A18** Boaters are advised not to swim in some stretches because
- 1) of their dangerous rapids.
 - 2) the water is too cold in them.
 - 3) the current is too strong.
 - 4) they are very deep.
- A19** Stewart went in the wrong direction after
- 1) Crystal.
 - 2) a "raft-ripping rock".
 - 3) the Rock Garden.
 - 4) Willies Necktie.
- A20** Willie had difficulty in doing his Eskimo roll because
- 1) the water was too cold.
 - 2) he was exhausted.
 - 3) he was running out of room to breathe.
 - 4) he could not use his right arm.
- A21** Stewart managed to escape the next set of rapids
- 1) with the help of O'Neill.
 - 2) after doing his Eskimo roll.
 - 3) by disposing of his prosthesis.
 - 4) holding on to the straps.

Раздел 3. ГРАММАТИКА И ЛЕКСИКА

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 — B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 — B10**.

Harry Potter

- B4** “Harry Potter” is a series of seven fantasy novels written by the British author J. K. Rowling. The main storyline _____ Harry’s quest to overcome the evil dark wizard Lord Voldemort. **CONCERN**
- B5** Since the release of the first novel “Harry Potter and the Philosopher’s Stone”, the books _____ immense popularity and commercial success worldwide. **GAIN**
- B6** The series _____ into 67 languages, including Russian. **TRANSLATE**
- B7** By 2010, the first six books _____ into films by Warner Bros. **MAKE**
- B8** The films are popular among people of all ages. It is the _____ grossing film series of all time. **HIGH**
- B9** The _____ book was split into two films. Part 1 was released on 19 November 2010 and the series finale was on 15 July 2011. **SEVEN**
- B10** Fans packed Trafalgar Square in London for the premiere of Part II, where for the first time J.K. Rowling said that she _____ one day pen another book in the best-selling series. **MAY**

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

Crossword Puzzles

- B11** Crossword puzzles are the most popular and widespread word game in the world. However, their history is _____ short. **REAL**
- B12** They were created in the 19th century in England, but the _____ of the first published crossword puzzle took place in 1913 in a Sunday newspaper in New York. **APPEAR**

- B13** The author of the puzzle was Arthur Wynne, a _____ from Liverpool. **JOURNAL**
- B14** During the early 1920's other newspapers picked up the _____ discovered pastime and within a decade crossword puzzles were featured in almost all American newspapers. **NEW**
- B15** In 1924 the first collection of puzzles was printed in book form and they immediately gained _____. **POPULAR**
- B16** A major breakthrough in crossword puzzle development came with the personal computer, although many computer specialists used to say that it was _____ for a computer to create a crossword puzzle. **POSSIBLE**

Прочитайте текст с пропусками, обозначенными номерами A22—A28. Эти номера соответствуют заданиям A22—A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Qualities of a Good Leader

How often have you heard the comment, “He or she is a born leader”? Whether in fact a person is born a leader or develops skills and abilities to become a leader is open for debate. There are some clear characteristics that are found in good leaders.

First of all, a good leader has an exemplary character. It is of **A22** _____ importance that a leader is trustworthy to lead others. A leader needs to be trusted and be known to live their life with honesty and integrity. A good leader “walks the talk” and in doing so earns the right to have responsibility for others. True authority is born from respect **A23** _____ the good character and trustworthiness of the person who leads.

A good leader is **A24** _____ about their work and also about their role as leader. People will respond more openly to a person of passion and dedication. Leaders need to be able to be a source of inspiration, and be a motivator towards the required action or cause.

A good leader is **A25** _____ to excellence. Second **A26** _____ does not lead to success. The good leader not only maintains high standards, but also is proactive in raising the bar in order to achieve excellence in all areas.

Good leaders are tolerant of ambiguity and remain calm, composed and steadfast to the main purpose. Storms, emotions, and crises come and go and a good leader takes these as part of the journey and keeps a **A27** _____ head.

These personal characteristics are foundational to good leadership and naturally put people in a position where they're looked **A28** _____ as leaders. A good leader whether they naturally possess these qualities or not, will be diligent to consistently develop and strengthen them in their leadership role.

- | | | | | |
|------------|-----------------|--------------|--------------|--------------|
| A22 | 1) upright | 2) upturn | 3) utter | 4) utmost |
| A23 | 1) for | 2) to | 3) of | 4) by |
| A24 | 1) enthusiastic | 2) devoted | 3) fond | 4) keen |
| A25 | 1) conscious | 2) committed | 3) delighted | 4) respected |

A26	1) hand	2) head	3) class	4) best
A27	1) fresh	2) cold	3) cool	4) chilly
A28	1) after	2) over	3) up	4) up to

Раздел 4. ПИСЬМО

- C1** You have 20 minutes to do this task.
You have received a letter from your English-speaking pen friend Jackie, who writes:

...I'm having a busy time at the moment as I have to write lots of Christmas cards to all my friends and relatives. Do you celebrate Christmas in Russia? What holidays are celebrated in your country? What is your favourite holiday? How do you celebrate it? As for me, I enjoy celebrating holidays...

- Write a letter to Jackie.
In your letter
— answer her questions
— ask **3 questions** about British holidays
Write **100—140 words**.
Remember the rules of letter writing.

- C2** You have 60 minutes to do this task.
Comment on the following statement.
Some people are sure that sending to prison is the only way to punish criminals. However, a lot of people believe there are far more effective punishments for criminals than prison.

- What is your opinion?**
Write **200—250 words**.
Use the following plan:
— make an introduction (state the problem)
— 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 don't agree with the opposing opinion
— make a conclusion restating your position

ПРОВЕРЬ СЕБЯ

Раздел 1. АУДИРОВАНИЕ				Раздел 2. ЧТЕНИЕ		Раздел 3. ГРАММАТИКА И ЛЕКСИКА	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A1	3	A4	1	A15	3	A18	2
A2	2	A5	2	A16	1	A19	4
A3	3	A6	1	A17	3	A20	4

Раздел 1. АУДИРОВАНИЕ				Раздел 2. ЧТЕНИЕ		Раздел 3. ГРАММАТИКА И ЛЕКСИКА	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A7	3	A11	3	A21	3	A25	2
A8	2	A12	3	A22	4	A26	4
A9	1	A13	2	A23	1	A27	3
A10	2	A14	3	A24	1	A28	4

Раздел 1. АУДИРОВАНИЕ			
B1	531624		
Раздел 2. ЧТЕНИЕ			
B2	8365247	B3	415736
Раздел 3. ГРАММАТИКА И ЛЕКСИКА			
B4	concerns	B11	really
B5	have gained	B12	appearance
B6	has been translated	B13	journalist
B7	had been made	B14	newly
B8	highest	B15	popularity
B9	seventh	B16	impossible
B10	might		

Раздел 4. ПИСЬМО

Задание C1 (*Возможный вариант ответа*)

Moscow
Russia
22/12/11

Dear Jackie,

Thanks a lot for your letter. I also wish you a merry Christmas and a Happy New Year!

Actually, in Russia, we celebrate Christmas but we do it on January the 7th. There are lots of other holidays such as Women's Day and Victory Day. As for me, my favourite holiday is New Year's Day as I always get lots of presents. We usually decorate a fir-tree and put presents under it. When the Kremlin clock strikes twelve, we wish each other 'Happy New Year'. Then we usually go for a walk and let off fireworks.

And what about you? Do you celebrate New Year's Day in Britain? Are there any holidays connected with British history? How do you mark them?

Well, it's time to do my homework. Take care and write back.

Love,
Nina

Задание C1 (*Возможный вариант ответа*)

There is a lot of violence in our society and imprisonment is a common form of punishment. Although prisons keep us safe from dangerous criminals, I believe they do not completely solve the problem of crime.

In my opinion, people should find more effective punishments for criminals than prison. First of all, prisoners face horrible conditions in prisons, which, coupled with an environment of criminal peers, often make criminals more violent than when they went in. Besides, they are released with a perspective of being unemployed. As a result, most ex-prisoners commit a crime again. What is more, a vast majority of prisoners are locked up for non-violent crimes such as low-level property crimes.

Nevertheless, some people consider prisons to be the most effective punishment because they think that prisons teach criminals that 'crime doesn't pay'. They also suppose that prisons protect people from those who might harm them.

However, I think that imprisonment works adversely against crime because criminals learn in prison how to commit worse crimes. Therefore when they leave, they break the law again. Moreover, some prisoners are not really dangerous because they are mentally ill, so doctors can help them more than prisons. Rehabilitation programmes cost far less and are more effective than prison.

In conclusion, I believe that prisons are necessary for criminals who are a real threat to society. Although murderers deserve being sent to prison, it may be better if less dangerous criminals receive different punishments, such as community service or a fine.

В этом уроке вы:

- вспомните предлоги, которые употребляются за существительными;
- закрепите грамматические навыки;
- научитесь образовывать существительные с помощью суффиксов *er/or, hood, ian, ist, ment, ness, tion, sion*;
- разовьете навыки всех видов чтения.

1. СУЩЕСТВИТЕЛЬНЫЕ С ПРЕДЛОГАМИ

A	(dis) advantage of advice on/about an answer to access to an attitude towards/to	F	a failure in/at	R	a relationship between a relationship with sb
C	(take) care of a cheque for a comparison between a complaint about	H	hope for	I	a reply to a report on a reputation for responsibility for the result of a rise in (have) roots in
D	a connection between/ with damage to a decrease in a delay in a demand for a description of a difference between/in/ of a difficulty in	K	knowledge of	S	a search for shame on sb (take) shelter from a solution to a specialist in (feel) sympathy for
E	an effect on an example of an exception to an expert at/in/on sth	L	lack of	T	a talent for a taste of a taste for a threat to an understanding of a visit to
		N	a need for	U	
		O	an opinion of/about/in an opportunity for the opposite of (take) part in protection from (take) pride in a question about	V	
		P	a reaction to a reason for a reduction in		
		Q			
		R			

1.1. Заполните пропуски предлогами.

- | | | |
|------------------------|--------------------------|---------------------------|
| 1. advantage _____ | 11. an expert _____ | 21. a reply _____ |
| 2. advice _____ | 12. a hope _____ | 22. a report _____ |
| 3. an answer _____ | 13. an impact _____ | 23. a rise _____ |
| 4. a comparison _____ | 14. lack _____ | 24. a search _____ |
| 5. a complaint _____ | 15. a need _____ | 25. a solution _____ |
| 6. a connection _____ | 16. an opinion _____ | 26. a specialist _____ |
| 7. a demand _____ | 17. an opportunity _____ | 27. (feel) sympathy _____ |
| 8. a description _____ | 18. (take) pride _____ | 28. a talent _____ |
| 9. a difficulty _____ | 19. a reason _____ | 29. a taste _____ |
| 10. an exception _____ | 20. a relationship _____ | 30. a threat _____ |

1.2. Вставьте пропущенные существительные в единственном или во множественном числе.

1. Technology has had a serious _____ on hobbies.
2. Older people usually make _____ between modern hobbies and hobbies in the past.
3. He is a real _____ in photography.
4. She had an obvious _____ for music and spent all her free time playing the piano.
5. Taking up a hobby is an ideal _____ to your problems.
6. All craftsmen take great _____ in their work.
7. _____ of common sense can lead to serious injuries.
8. Could you explain your _____ for choosing this particular course?
9. Recent _____ on wargaming show that this hobby is on the increase.
10. Playing computer games for a long time can pose a direct _____ to children's health.

1.3. Прочитайте текст и вставьте пропущенные предлоги.

Leisure activities include recreation, sport, tourism and entertainment. Demand (1)_____ leisure activities is expected to increase as people have more money to spend on leisure. However, not all people take active part (2)_____ leisure pursuits. The reasons (3)_____ not engaging in recreational activities are usually lack (4)_____ money or interest. Some people have difficulties (5)_____ finding time for leisure because of their busy schedules,

Leisure is important for our health therefore it is necessary to ensure that all people have equal opportunities (6)_____ leisure. The obvious solution (7)_____ the problem is to make all leisure facilities free of charge. In addition, people should be given advice (8)_____ what kind of leisure activity suits them best. In this case they will take full advantage (9)_____ recreational facilities and we'll see the expected rise (10)_____ leisure activities.

1.4. Заполните пропуски предлогами.

- | | | |
|-----------------------|-------------------------|--------------------------|
| 1. access _____ | 10. an example _____ | 19. a reduction _____ |
| 2. an attitude _____ | 11. a failure _____ | 20. a reputation _____ |
| 3. a cheque _____ | 12. an increase _____ | 21. responsibility _____ |
| 4. damage _____ | 13. influence _____ | 22. (have) roots _____ |
| 5. a decrease _____ | 14. an intention _____ | 23. a shame _____ |
| 6. a delay _____ | 15. interest _____ | 24. (take) care _____ |
| 7. desire _____ | 16. an invitation _____ | 25. (take) part _____ |
| 8. a difference _____ | 17. protection _____ | 26. (take) shelter _____ |
| 9. an effect _____ | 18. a reaction _____ | 27. a visit _____ |

1.5. Вставьте пропущенные существительные.

1. My uncle suddenly announced his _____ of selling the collection of paintings.
2. Strong winds had caused serious _____ to the roof of the museum.
3. Don't worry about me, I can take _____ of myself.
4. The system has been designed to give the user quick and easy _____ to the required information.
5. There has been a _____ in the book's publication.
6. The minister took full _____ for the disaster and resigned.
7. This painting is a marvellous _____ of her work.

8. Thanks for the _____ to your birthday party.
9. He needed to satisfy his _____ for revenge.
10. I wrote a _____ for £500 so as to buy this sculpture.

1.6. Прочитайте текст и вставьте пропущенные предлоги.

There is a great difference (1)_____ modern and classical art. The history of modern art started with Impressionism. It all began in Paris as a reaction (2)_____ a very formal style of painting done inside studios and set by traditional institutions. The Impressionists preferred to paint outside and studied the effect of light (3)_____ different objects. Their favourite subjects were landscapes and scenes from daily life. In this way they expressed their personal attitude (4)_____ life and nature. Cubism, another art movement, also had a major influence (5)_____ the development of modern art. Cubism had strong roots (6)_____ African tribal art. In cubism, everything is reduced to cubes and other geometric shapes. Cubism paved the way for the growing interest (7)_____ abstract art.

Russian-born painter Wassily Kandinsky is said to be the father of abstract art. Wassily Kandinsky took part (8)_____ numerous art exhibitions throughout Europe and earned a reputation (9)_____ promoting new ideas in painting. If you ever come to Munich, you should not miss a visit (10)_____ the Lenbachhaus Museum, which has many of his paintings on display.

2. ЗАКРЕПЛЕНИЕ ГРАММАТИЧЕСКИХ НАВЫКОВ (задания В4—В10)

2.1. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски 1—7 полученными словами.

My First Client

Starting your own business has never been easy. I was no exception. One of the (1)_____ days in my business was my first day. In every business someone has to be the first person to say “yes” and pay you money. So I had to find my first client and I had to do it (2)_____. It was nerve-racking for me and I (3)_____ in my boots. But I took a deep breath and stepped forward.

I had an online business, but I took my business on the road to get my first client. So what (4)_____ (I)? I found a potential client and went to his business. I mentioned his vast experience and then asked if he (5)_____ (ever) of writing a book. I offered to help him for a reasonable compensation and he (6)_____ by my project. At the moment I’ve got five clients and I (7)_____ my fifth book.

TOUGH

MY
SHAKE

DO

THINK
CAPTIVATE
WRITE

3. СЛОВООБРАЗОВАНИЕ — СУЩЕСТВИТЕЛЬНЫЕ

3.1. Образуйте существительные от следующих слов и разбейте их по категориям.

Child, piano, compete, televise, rich, advertise, electric, speak, react, brother, provide, pessimism, fit, art, create, guard, employ, great, extend, likely, history, investigate, arrange, active, sad, confuse, mother, associate, optic, murder, neighbour, comedy, meteorology, dark, solve, diverse, disappoint.

Суффикс	-er/or	-hood	-ian	-ist	-ment	-ness	-tion	-sion
Существительные		childhood						

3.2. Заполните пропуски существительными, образованными от слов, напечатанных в конце строк заглавными буквами.

- _____ argue that The Italian Renaissance began in Florence. **HISTORY**
- There was very little _____ of her getting the job. **LIKELY**
- Tracy is a talented _____ who will add a touch of grace to any event. **PIANO**
- There are no simple _____ to the problem of air pollution. **SOLVE**
- You should make _____ for emergencies. **PROVIDE**
- There were more than 1000 _____ in the race. **COMPETE**
- This _____ appeared in three newspapers. **ADVERTISE**
- The play continues to entertain audiences 25 years after its _____. **CREATE**
- I love autumn because of the _____ of its colours. **RICH**
- Mr. Porter is asking for a contract _____. **EXTEND**

3.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Every child is good at something. Learning how to play a sport is a learning exercise that is as useful to a child's (1)_____ as other learning experiences are. (2)_____ focuses on what children do not do well whereas (3)_____, praise and cooperation develop a feeling (4)_____. The most important sports for children are football, basketball, hockey and other sports that require a number of (5)_____. Sports that should be emphasized for children are those that involve speed and (6)_____ instead of sports that emphasize violence. (7)_____ point out that youth sports can act as a deterrent to negative behaviour like smoking or using drugs. This is because competitive sports provide an opportunity for (8)_____ friendships and emotional (9)_____. Competing in youth sports is also a positive way of getting out (10)_____, so children and teens are less likely to become violent or join gangs.

**DEVELOP,
COMPETE
ENCOURAGE
HAPPY

PLAY

COORDINATE
SPECIAL

CHILD
EXPRESS
AGGRESSIVE**

4. РАЗВИТИЕ НАВЫКА ЧТЕНИЯ

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

1. Struggle for Survival
2. Ancient Wonder
3. Great Beginning
4. Important Event

5. Tourist Boom
6. Agriculture Success
7. Practical Invention
8. Living Longer

A. Computers have already revolutionized the way we live and work. But it is early days for computers. We do not know how much they are still changing the world. Already, Internet users can buy things and study holiday offers. It's much easier to edit and print documents using a PC. More computer wonders are yet to come.

B. Only a few years before men were walking on the moon, reputable scientists declared that it was impossible. But in 1969 Neil Armstrong stepped out of his space capsule and made his famous statement, 'That's one small step for a man, one giant leap for mankind.' However, progress in this area is slower now. Not as much money goes into research as in the 1960s.

C. Surely nothing has done more for the comfort and happiness of mankind than the advance of medical knowledge! Lots of people have benefited from the aspirin and lots of lives have been saved by penicillin. Surgeons can perform the most amazing operations. Average life expectancy in Europe has risen dramatically over the last hundred years.

D. In the past, a holiday used to mean simply a day when you did not work. Now millions of holidaymakers travel to all parts of the world. Perhaps, not all people like to see lots of tourists in their countries, but we must admit that a phenomenon which sees the population of Greece treble is a wonder of the world.

E. It is true that the Olympic Games are now commercialized and there is greed and drug abuse. However, it is a competition in which every country of the world takes part. Every four years, for a brief moment, we see these countries come together in peace and friendship. We see people from warring countries shake hands. We feel hope again for the future of mankind.

F. In 1724, Jonathan Swift wrote, 'Whoever makes two blades of grass or two ears of corn grow where only one grew before serves mankind better than the whole race of politicians'. In Europe farmers have done it and we produce enough food to feed the world. If only politicians could find a way to share it with those parts of the world where there is still famine.

G. The greatest wonder of the modern world is simply that we are still here. We have bombs that could destroy the world but we try our best not to use them. Because of people's effort no government dares to use such weapons. The year 2001 marked the 100th anniversary of the Nobel Peace Prize, the most famous attempt to raise awareness of the issues of war and peace.

A	B	C	D	E	F	G

4.2. Прочитайте текст и заполните пропуски А—F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

Hogmanay is a Scottish holiday that celebrates the New Year. Observed on December 31, festivities typically spill over into the first couple of days of January. In fact, there's a tradition known as 'first-footing', (A)_____. Of course, the guest must be dark-haired and preferably male. Redheads and women aren't nearly as lucky! This tradition stems from the time when a red- or blonde-haired stranger was probably an invading Norseman. Gifts are given to guests, and one of the popular food items on the Hogmanay menu is the black bun, (B)_____.

In addition to national observance, many local areas have their own customs (C)_____. In the town of Burghead, Moray, an ancient tradition called 'burning the clavie' takes place each year on January, 11. The clavie is a big bonfire, fuelled primarily by split casks. One of these is joined back together with a big nail, filled with flammable material, and lit on fire. Flaming, it's carried around the village and up to a Roman altar known to residents as the Douro. The bonfire is built around the clavie. When the burnt clavie crumbles, (D)_____.

In Stonehaven, Kincardineshire, the locals make giant balls of tar, paper and chicken wire. These are attached to several feet of chain or wire, and then set on fire. A designated 'swinger' whirls the ball around his head and walks through the village streets to the local harbor. At the end of the festival, any balls still on fire are cast into the water, (E)_____!

The town of Biggar, Lanarkshire, celebrates with a big holiday bonfire. In the early 1940s, one or two locals complained about the size of the fire, and celebration organizers agreed to have a smaller fire. This was erected as promised, but before it was lit, the local traditionalists trucked in cartload after cartload of coal and wood, making a giant pyre, (F)_____!

The Presbyterian church disapproved of Hogmanay in the past, but the holiday still enjoys a great deal of popularity.

1. where they are able to follow national traditions
2. the locals each grab a lit piece to kindle a fire in their own hearth
3. which then burned for a whopping five days before running out of fuel
4. which is quite an impressive sight in the dark
5. when it comes to celebrating Hogmanay
6. in which the first person to cross a home's threshold brings the residents good luck for the coming year
7. which is a really rich fruitcake

A	B	C	D	E	F

4.3. Прочитайте рассказ и выполните задания 1—7. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

In a first-class carriage of a train speeding Balkanward two Britons sat in friendly, fitful converse. They had first foregathered in the cold grey dawn at the frontier line, where the presiding eagle takes on an extra head and Teuton lands pass from Hohenzollern to Habsburg. After a day's break of their journey at Vienna the travellers had again foregathered at the train side and paid one another the compliment of settling instinctively into the same carriage. The elder of the two was a wine businessman. The other was certainly a journalist. Neither man was talkative and each was grateful to the other for not being talkative. That is why from time to time they talked.

One topic of conversation naturally thrust itself forward in front of all others. In Vienna the previous day they had learned of the mysterious vanishing of a world-famous picture from the Louvre.

"A dramatic disappearance of that sort is sure to produce a crop of imitations," said the Journalist.

"I was thinking of the spiriting away of human beings rather than pictures. In particular I was thinking of the case of my aunt, Crispina Umberleigh."

"I remember hearing something of the affair," said the Journalist, "but I was away from England at the time. I never quite knew what was supposed to have happened."

"You may hear what really happened if you respect it as a confidence," said the Wine Merchant. "In the first place I may say that the disappearance of Mrs. Umberleigh was not regarded by the family entirely as bereavement. My uncle, Edward Umberleigh, was not by any means a weak-kneed individual, in fact in the world of politics he had to be reckoned as a strong man, but he was unmistakably dominated by Crispina. Some people are born to command. Mrs. Umberleigh was born to legislate, codify, administrate, censor, license, ban, execute, and sit in judgement generally. From the kitchen regions upwards everyone in the household came under her despotic sway and stayed there with the submissiveness of molluscs involved in a glacial epoch. Her sons and daughters stood in mortal awe of her. Their studies, friendships, diet, amusements, religious observances, and way of doing their hair were all regulated and ordained according to the august lady's will and pleasure.

This will help you to understand the sensation of stupefaction which was caused in the family when she unobtrusively and inexplicably vanished. It was as though St. Paul's Cathedral or the Piccadilly Hotel had disappeared in the night, leaving nothing but an open space to mark where it had stood.

As far as it was known, nothing was troubling her; in fact there was much before her to make life particularly well worth living. The youngest boy had come back from school with an unsatisfactory report, and she was to have sat in judgement on him the very afternoon of the day she disappeared. Then she was in the middle of a newspaper correspondence with a rural dean in which she had already proved him guilty of heresy, inconsistency, and unworthy quibbling, and no ordinary consideration would have induced her to discontinue the controversy. Of course the matter was put in the hands of the police, but as far as possible it was kept out of the papers, and the generally accepted explanation of her withdrawal from her social circle was that she had gone into a nursing home."

"Couldn't your uncle get hold of the least clue?"

"As a matter of fact, he had received some information, though of course I did not know of it at the time. He got a message one day telling him that his wife had been kidnapped and smuggled out of the country; she was said to be hidden away, on one of the islands off the coast of Norway I think she was in comfortable surroundings and well cared for. And with the information came a demand for money; a lump sum of 2000 pounds was to be paid yearly. Failing this she would be immediately restored to her family."

The Journalist was silent for a moment, and then began to laugh quietly.

"It was certainly an inverted form of holding to ransom," he said. "Did your uncle succumb to it?"

"Well, you see, for the family to have gone back into the Crispina thralldom after having tasted the delights of liberty would have been a tragedy, and there were even wider considerations to be taken into account. Since his bereavement he had unconsciously taken up a far bolder and more initiatory line in public affairs, and his popularity and influence had increased correspondingly. All this he knew would be jeopardised if he once more dropped into the social position of the husband of Mrs. Umberleigh. Of course, he had severe qualms of conscience about the arrangement.

Later on, when he took me into his confidence, he told me that in paying the ransom he was partly influenced by the fear that if he refused it, the kidnappers might have vented their rage and disappointment on their captive. It was better, he said, to think of her being well cared for as a highly-valued paying-guest on one of the Lofoden Islands than to have her struggling miserably home in a maimed and mutilated condition. Anyway he paid the yearly instalment as punctually as one pays fire insurance. And then, after a disappearance of more than eight years, Crispina returned with dramatic suddenness to the home she had left so mysteriously."

"She had given her captors the slip?"

"She had never been captured. Her wandering away had been caused by a sudden and complete loss of memory. She usually dressed rather in the style of a superior kind of charwoman, and it was not so very surprising that she should have imagined that she was one. She had wandered as far afield as Birmingham, and found fairly steady employment there, her energy and enthusiasm in putting people's rooms in order counterbalancing her obstinate and domineering characteristics. It was the shock of being patronisingly addressed as 'my good woman' by a curate who was disputing with her where the stove should be placed in a parish concert hall that led to the sudden restoration of her memory."

"But," exclaimed the Journalist, "the Lofoden Island people! Who had they got hold of?"

"A purely mythical prisoner. It was an attempt in the first place by someone who knew something of the domestic situation to bluff a lump sum out of Edward Umberleigh before the missing woman turned up. Here is Belgrad and another custom house."

(Adapted from 'The Disappearance Of Crispina Umberleigh' by H. H. Munro)

1. The two Britons in a first-class carriage were
 - 1) fellow travellers.
 - 2) friends.
 - 3) colleagues.
 - 4) acquaintances.
2. When Mrs. Umberleigh disappeared, all the family
 - 1) felt a sense of loss.
 - 2) regarded it entirely as bereavement.
 - 3) were extremely surprised.
 - 4) suffered a lot.
3. The narrator considered Mrs. Umberleigh to be
 - 1) sympathetic.
 - 2) domineering.
 - 3) kind to her relatives.
 - 4) the heart of the family.
4. On the day of her disappearance, Mrs. Umberleigh
 - 1) wrote a letter to a rural dean.
 - 2) went to a nursing home.
 - 3) spent the afternoon with her son.
 - 4) sent for the police.
5. Mrs. Umberleigh's husband paid 2 000 pounds yearly mainly because
 - 1) he was afraid that the kidnappers would do harm to his wife.
 - 2) he wanted his wife to be well cared for.
 - 3) he did not want to put at risk his political career.
 - 4) he believed she would be happy on one of the Lofoden Islands.

6. Mrs. Umberleigh disappeared because

- 1) she went abroad.
- 2) she went into a nursing home.
- 3) she was kidnapped.
- 4) she had a sudden loss of memory.

7. During her absence Mrs. Umberleigh

- 1) worked for charity.
- 2) lived happily.
- 3) cleaned people's houses.
- 4) assisted a curate.

1	2	3	4	5	6	7

ПРОВЕРЬ СЕБЯ

1.1. 1. of; 2. on/about; 3. to; 4. between; 5. about; 6. between/to/with; 7. for; 8. of; 9. in; 10. to; 11. at/in/on; 12. for; 13. on; 14. of; 15. for; 16. of/about/in; 17. for; 18. in; 19. for; 20. between/with; 21. to; 22. on; 23. in; 24. for; 25. to; 26. in; 27. for; 28. for; 29. of/for; 30. to

1.2. 1. impact; 2. comparisons; 3. expert/specialist; 4. talent; 5. solution; 6. pride; 7. Lack; 8. reason(s); 9. reports; 10. threat

1.3. 1. for; 2. in; 3. for; 4. of; 5. in; 6. for; 7. to; 8. on; 9. of; 10. in

1.4. 1. to; 2. towards/to; 3. for; 4. to; 5. in; 6. in; 7. for; 8. between/in; 9. on; 10. of; 11. in; 12. in; 13. on; 14. of (doing sth) 15. in; 16. to; 17. from/against; 18. to/against; 19. in; 20. for; 21. for; 22. in; 23. on; 24. of; 25. in; 26. from; 27. to

1.5. 1. intention; 2. damage; 3. care; 4. access; 5. delay; 6. responsibility; 7. example; 8. invitation; 9. desire; 10. cheque

1.6. 1. between; 2. to/against; 3. on; 4. to; 5. on; 6. in; 7. in; 8. in; 9. for; 10. to

2.1. 1. toughest; 2. myself; 3. was shaking; 4. did I do; 5. had ever thought; 6. was captivated; 7. am writing

3.1. *-er/or* — competitor, speaker, reactor, creator, investigator, murderer

-hood — childhood, brotherhood, likelihood, motherhood, neighbourhood

-ian — electrician, guardian, historian, optician, comedian

-ist — pianist, pessimist, artist, activist, meteorologist

-ment — advertisement, (un)employment, arrangement, environment, disappointment

-ness — richness, fitness, greatness, sadness, darkness

-tion — competition, reaction, creation, investigation, association, solution

-sion — television, provision, extension, confusion, diversion

3.2. 1. Historians; 2. likelihood; 3. pianist; 4. solutions; 5. provision; 6. competitors; 7. advertisement; 8. creation; 9. richness; 10. extension

3.3. 1. development; 2. Competition; 3. encouragement; 4. happiness; 5. players; 6. coordination; 7. Specialists; 8. childhood; 9. expression; 10. aggression

4.1. 7385461

4.2. 675243

4.3. 1323343

В этом уроке вы:

- вспомните предлоги, которые употребляются за прилагательными;
- закрепите грамматические навыки;
- научитесь образовывать прилагательные с помощью суффиксов *al, able, ible, ent, (i)an*;
- разовьете навыки всех видов аудирования.

1. ПРИЛАГАТЕЛЬНЫЕ С ПРЕДЛОГАМИ

A	accustomed to addicted to afraid of amazed at/by amused at/with angry at sth angry with sb annoyed about sth annoyed with sb anxious about ashamed of astonished at/by (un)aware of	E	excellent at excited about experienced in	N	nervous about
B	bad at sth bored with sth bound to busy with	F	faithful to familiar to sb familiar with sb/sth famous for fed up with fond of free from/of sth friendly with/to frightened of full of	P	patient with pleased with polite to popular with proud of
C	(in)capable of careful of careless about of certain about/of close to concerned about/for confident of/about conscious of crazy about crowded with cruel to	G	generous to sb good at sth good for sb/sth good to sb grateful to sb for sth guilty of/about	R	ready for relevant to reluctant to renowned for respected for responsible for rude to
D	curious about delighted with dependent on different from/to disappointed with disgusted by/at	H	handy for happy about/with sth/sb happy for sb harmful to hopeless at sth	S	safe from (dis)satisfied with separate from serious about shocked by/at short of similar to sorry for sb sorry for/about sth suitable for superior to sure of/about sth surprised at/by suspicious of
E	engaged to sb enthusiastic about envious of equal to	I	identical to impressed by/with independent of inferior to interested in	T	terrible at terrified of tired of tolerant of typical of
		J	jealous of	U	upset about useful for sth useful to sb
		K	kind to sb keen on (doing) sth known as late for	W	weak at sth worried about wrong about
		L	late for		
		M	mad about/on sb/sth mad at/with sb married to mean to sb		

1.1. Заполните пропуски предложениями.

- | | | |
|-------------------|------------------------|-----------------------|
| 1. addicted _____ | 14. careful _____ | 27. known _____ |
| 2. afraid _____ | 15. conscious _____ | 28. late _____ |
| 3. amazed _____ | 16. dependent _____ | 29. popular _____ |
| 4. angry _____ | 17. different _____ | 30. proud _____ |
| 5. anxious _____ | 18. enthusiastic _____ | 31. ready _____ |
| 6. annoyed _____ | 19. experienced _____ | 32. renowned _____ |
| 7. ashamed _____ | 20. familiar _____ | 33. responsible _____ |
| 8. aware _____ | 21. famous _____ | 34. suitable _____ |
| 9. bad/good _____ | 22. fond _____ | 35. surprised _____ |
| 10. bored _____ | 23. generous _____ | 36. tired _____ |
| 11. bound _____ | 24. interested _____ | 37. typical _____ |
| 12. busy _____ | 25. independent _____ | 38. tolerant _____ |
| 13. capable _____ | 26. keen _____ | 39. worried _____ |

1.2. Вставьте пропущенные слова.

1. My sister is not _____ in visiting museums and art galleries. She finds it mind-numbing.
2. This hotel is _____ of accommodating 1200 tourists.
3. He trains very hard. He is _____ to win.
4. We were _____ about the idea of going to Spain because of its great culture.
5. Unfortunately, we were _____ for our plane.
6. This club is especially _____ with teenagers.
7. They were _____ about their hotel because they had not been there before.
8. She is _____ in dealing with difficult customers.
9. Please don't bother him. He is _____ with his project.
10. This café looks _____ to me. Haven't we been there before?
11. I am _____ of travelling by plane. I can't help thinking about crashes and hijackers.
12. Tourists were _____ for the damage to the local environment.
13. I was really _____ of shopping so I decided to go home.

1.3. Прочитайте текст и вставьте пропущенные предлоги.

When we think of the British, we always imagine a man in a bowler hat with a pipe in one hand. In fact, it's not typical (1) _____ the British to wear this type of hat any more. But when people are on duty they have to obey certain rules. Even the bus-drivers in Britain wear a white shirt and a tie at work. However, the British are probably more tolerant (2) _____ "strange" clothing than people in most other countries.

British people tend to be rather conservative, they love familiar things. They keep their old traditions and are very proud (3) _____ them. Britain has more living symbols of its past than many other countries. The English are also famous (4) _____ their sense of humour. You can easily offend them if you tell them they have no sense of humour. English people are fond (5) _____ sports. They are particularly keen (6) _____ football, rugby, cricket and golf.

There are other stereotypes of national character which you may be surprised (7) _____. For instance, the Scots have a reputation for being careful (8) _____ money, the Welsh are renowned (9) _____ their singing abilities, and the Irish are known (10) _____ great talkers.

1.4. Заполните пропуски предложениями.

- | | | |
|-----------------------|-----------------------|---------------------|
| 1. accustomed _____ | 5. cruel _____ | 9. engaged _____ |
| 2. certain/sure _____ | 6. curious _____ | 10. envious _____ |
| 3. close _____ | 7. delighted _____ | 11. equal _____ |
| 4. crowded _____ | 8. disappointed _____ | 12. excellent _____ |

- | | | |
|---------------------------------|-----------------------------|----------------------|
| 13. excited/crazy _____ | 22. identical/similar _____ | 31. safe _____ |
| 14. faithful _____ | 23. (im)patient _____ | 32. serious _____ |
| 15. friendly _____ | 24. impressed _____ | 33. short _____ |
| 16. frightened _____ | 25. jealous _____ | 34. sorry _____ |
| 17. grateful _____ sb _____ sth | 26. kind m _____ | 35. suspicious _____ |
| 18. guilty _____ | 27. nervous _____ | 36. terrified _____ |
| 19. handy _____ | 28. pleased/satisfied _____ | 37. upset _____ |
| 20. harmful _____ | 29. polite/ rude _____ | 38. useful _____ |
| 21. hopeless/terrible _____ | 30. respected _____ | 39. wrong _____ |

1.5. Вставьте пропущенные слова.

- Paul is very _____ in appearance to his brother.
- I'm _____ for all the trouble I've caused her.
- Monaco is usually _____ with celebrities.
- Sugar is said to be _____ to our teeth.
- He has always been very _____ of his brother's good looks.
- You were _____ about the time — the shop closed at 7 not 8.
- It's difficult to make airports _____ from terrorist attacks.
- The jury found him _____ of murder.
- They were _____ in work of great importance.
- How could you be so _____ to your dog? It's awful!
- The book is _____ for quick reference.
- We can't buy this car. We are _____ of money.
- I was very _____ about driving again after the accident.

1.6. Прочитайте текст и вставьте пропущенные предлоги.

My uncle George has been working in the media for about 15 years now. He is pleased (1)_____ his job and intends to work for another 15 years or so. Uncle George is a journalist. He has an eye for a story and he is excellent (2)_____ reporting sensational news. He is highly respected (3)_____ his honesty and elegant writing style. Uncle George travels a lot. He is delighted (4)_____ this opportunity because he is curious (5)_____ everything that happens in the world. Sometimes my uncle does celebrity interviews. He says it's a very challenging job. Not all celebrities are friendly (6)_____ journalists and some stars can be even rude (7)_____ them. Nevertheless, my uncle is always on top of the situation. I am impressed (8)_____ his ability to get on well with people. Journalists are accustomed (9)_____ operating under pressure and working to tight deadlines. I think they have the best job in the world! Uncle George is sure (10)_____ his future because journalists will never be unemployed. When I'm older, I want to work in the media too.

2. ЗАКРЕПЛЕНИЕ ГРАММАТИЧЕСКИХ НАВЫКОВ (задания В4—В10)

2.1. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски 1—7 полученными словами.

September Mood in England

It's Monday morning and Miss Williams walks into her office. Her holiday is over and she (1)_____ (just) to work. She looks brown, relaxed and (2)_____ than usual. The other girls

**RETURN
HAPPY**

stand round her. "Where (3)_____ (you)?" one of the girls asks. "Italy, not far from Naples. I enjoyed it very much." she answers, (4)_____ happily.

Her boss, Mr. WetrIDGE comes in ten minutes later. He looks a bit worried because he (5)_____ about the winter. Central heating (6)_____ in his house five years ago and now it's time to have it repaired. Besides, his wife wants him to put in double glazing. But she (7)_____ to understand that to double-glaze all the windows will cost quite a lot of money.

2.2. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски 1—7 полученными словами.

Street Styles

Many people, especially young people, wear things which express their ideas and feelings about life. If a boy (1)_____ very short, almost shaven hair, people expect him to have right wing politics. But boys with very long hair (2)_____ to have left wing politics. A boy who wears a leather jacket (3)_____ in bits of metal will probably ride a motorbike. The rules of fashion are not as rigid as they once were and today's teenagers (4)_____ any particular trend at all. Yet teens are very influenced by (5)_____ and they have a desire to buy more luxurious items. Street styles (6)_____ by the big fashion designers. In fact, the fashion designers often use ideas from street fashions. However, some leaders of British fashion have enough ideas of their own. One of them is Jean Muir, whose designs made her one of the (7)_____ designers.

2.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски 1—7 полученными словами.

My Very First Time Online

My first internet experience was back in 1997 when the Internet (1)_____ accessible to the public. I had some experience in computing as I (2)_____ a couple of computer classes before. When the Internet became even (3)_____, I could no longer resist buying my own computer and getting online. I was so excited when I (4)_____ the computer home that I just couldn't wait to set it up and start surfing the web! The setting up was quite easy but I still couldn't get online. I had to call the service provider and establish a dial-up service first. Luckily, that (5)_____ very long. I was able to get online within a few hours. You wouldn't believe what happened next. I found out that the monitor wasn't working properly. It had black horizontal lines running through. While I (6)_____ to fix it, the screen went completely black. I went to exchange the monitor the following day, and my real first internet experience began. Now I am in my final year at university and I can't imagine my life without the Internet or e-mail. I hope that as I grow older my knowledge and experience with computers (7)_____ as technology advances.

GO
SMILE
THINK
INSTALL
NOT WANT

HAVE
THINK
COVER

NOT FOLLOW
CELEBRITY
NOT CREATE

GOOD

MAKE
TAKE
POPULAR

BRING

NOT TAKE

TRY

EXPAND

3. СЛОВООБРАЗОВАНИЕ — ПРИЛАГАТЕЛЬНЫЕ

3.1. Образуйте прилагательные от следующих слов и разбейте их по категориям.

Locate, fashion, America, suspect, sense, silence, religion, consider origin, confidence, mystery, response, Victory, innocence, tradition, jealousy, reason, Egypt, divide, violence, environment, recycle, access, generosity, absence, Australia, misery, space, profession, intelligence, Canada, flex.

Суффикс	-al	-able	-ible	-ous	-ent	-ian/an
Прилагательные	<i>local</i>					

3.2. Заполните пропуски прилагательными, образованными от слов, напечатанных в конце строк заглавными буквами.

- | | |
|--|------------|
| 1. Information should be _____ to the public. | ACCESS |
| 2. They have the most _____ approach to advertising. | PROFESSION |
| 3. If you are arrested, you have the right to remain _____. | SILENCE |
| 4. That's very _____ of you to lend me so much money. | GENEROSITY |
| 5. She looked cold and _____. | MISERY |
| 6. I expect some of my friends will be _____ of my success. | JEALOUSY |
| 7. The _____ period is the time when Queen Victoria ruled Britain. | VICTORY |
| 8. It would be _____ to consult your doctor first. | SENSE |
| 9. Is anyone _____ today? | ABSENCE |
| 10. _____ identity is closely tied to geography. | EGYPT |

3.3. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

- | | |
|--|-------------|
| The Xieng Khouang is a (1)_____ plateau in the north of Laos. Most tourists travel to the region to visit the world famous (2)_____ site known as the Plain of Jars. The site contains stone jars that range in size from quite small to rather (3)_____ with the largest weighing up to 14 tonnes. Very little is known about the jars as (4)_____ attempts to conduct excavations have been unsuccessful due to (5)_____ number of unexploded bombs left behind by (6)_____ Secret War in Laos in the 1960s. It is estimated that there are more than 10,000 unexploded devices in the region making it one of the most (7)_____ sites in the world. | MOUNTAIN |
| There are (8)_____ theories as to why the jars were created. At times they certainly had a (9)_____ significance as some jars contained statues of Buddha. One thing is certain: these jars required vast human effort to create and were done for a reason of (10)_____ significance. | ARCHAEOLOGY |
| | SPACE |
| | VARY |
| | CONSIDER |
| | AMERICA |
| | HAZARD |
| | DIFFER |
| | RELIGION |
| | REMARK |

3.4. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

- | | |
|---|---------|
| At this time of (1)_____ crisis, Zara shops are a definite choice for people on a budget. However, this doesn't mean that | ECONOMY |
|---|---------|

the quality of any of their clothes is sacrificed. The range in Zara is (2)_____ and I think everyone will agree that it is (3)_____ for people of all ages.

Today Zara is one of the most (4)_____ clothing retailers. Like H&M or Mango, Zara is a high street chain store selling (5)_____ and well-made clothes at fairly (6)_____ prices so it doesn't need additional advertising. Their shops are bright, (7)_____ and beautifully laid out with lots of (8)_____ rooms.

Zara shops use (9)_____ size labelling so you can find your size very quickly. The shop assistants are (10)_____ and are always eager to help you. It's a real pleasure to shop in Zara.

EXCEL
SUIT
SUCCESS

FASHION, REASON

SPACE, CHANGE
CONTINENT
PROFESSION

4. РАЗВИТИЕ НАВЫКА АУДИРОВАНИЯ

4.1. 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. Watch a lot of foreign films.
2. Use the internet learning resources.
3. Keep listening to the language.
4. Take a language course.
5. Use the language as much as you can.
6. Enlarge your vocabulary.
7. Immerse yourself in the language environment.

Говорящий	A	B	C	D	E	F
Утверждение						

4.2. Вы услышите разговор молодого человека с женщиной в офисе. Определите, какие из приведённых утверждений 1—7 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). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

1. Mark saw the advertisement about the job in a newspaper
 - 1) True
 - 2) False
 - 3) Not stated
2. The manager fired one of the journalists last week.
 - 1) True
 - 2) False
 - 3) Not stated
3. Mark wrote a lot of articles for the college newspaper.
 - 1) True
 - 2) False
 - 3) Not stated
4. The woman has never been to Thailand.
 - 1) True
 - 2) False
 - 3) Not stated
5. Uluru leaves the most remarkable impression in the evening.
 - 1) True
 - 2) False
 - 3) Not stated
6. Mark has got the first university degree.
 - 1) True
 - 2) False
 - 3) Not stated
7. The manager is having lunch at the moment.
 - 1) True
 - 2) False
 - 3) Not stated

4.3. Вы услышите интервью с ученым. В заданиях 1—7 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

1. Fish reactions are affected by
 - 1) the changing amount of oxygen.
 - 2) carbon dioxide.
 - 3) carbonic acid.
 2. Which sense is not used by young fish to seek new habitat?
 - 1) Sense of smell.
 - 2) Sense of sight.
 - 3) Sense of hearing.
 3. Scientists have chosen clown fish for their experiments because they
 - 1) can be bred in captivity.
 - 2) are similar to Nemo.
 - 3) live in the waters of the Great Barrier Reef.
 4. During the experiments the treatments of water were based on
 - 1) today's CO₂ environment.
 - 2) different CO₂ environments.
 - 3) predictions for the CO₂ environments later in the century.
 5. In the environment with the normal level of CO₂ fish usually
 - 1) show no preference for any direction.
 - 2) move towards the speaker.
 - 3) move away from the speaker.
 6. What is the most probable explanation for the unusual behaviour of fish under high levels of CO₂?
 - 1) They have lost their natural avoidance behaviour.
 - 2) They have gone deaf.
 - 3) Their hearing has been impacted on.
 7. The scientists are not sure whether the impact of high CO₂ levels
 - 1) is detrimental to fish.
 - 2) will be seen in all fish species.
 - 3) is necessary to study.
-

ПРОВЕРЬ СЕБЯ

- 1.1.** 1. to; 2. of; 3. at/by; 4. at sth/with smb; 5. about; 6. about sth/with smb; 7. of; 8. of; 9. at; 10. with sth; 11. to; 12. with; 13. of; 14. about/with; 15. of; 16. on; 17. from/to; 18. about; 19. in; 20. to; 21. for; 22. of; 23. to; 24. in; 25. of; 26. on; 27. as/for; 28. for; 29. with; 30. of; 31. for; 32. for; 33. for; 34. for; 35. at/by; 36. of; 37. of; 38. of; 39. about
- 1.2.** 1. interested; 2. capable; 3. bound; 4. enthusiastic; 5. late; 6. popular; 7. worried; 8. experienced; 9. busy; 10. familiar; 11. afraid; 12. responsible; 13. tired
- 1.3.** 1. of; 2. of; 3. of; 4. for; 5. of; 6. on; 7. at/by; 8. with; 9. for; 10. as
- 1.4.** 1. to; 2. about/of; 3. to; 4. with; 5. to; 6. about; 7. with; 8. with; 9. in sth/to sb; 10. of; 11. to; 12. at; 13. about; 14. to; 15. with/to; 16. of; 17. to sb for sth; 18. of/about; 19. for; 20. to; 21. at sth; 22. to; 23. with; 24. by/with; 25. of; 26. to sb; 27. about; 28. with; 29. to; 30. for; 31. from; 32. about; 33. of; 34. for sb/ for/about sth; 35. of; 36. at; 37. about; 38. for sth/to sb; 39. about/in/with

1.5. 1. similar; 2. sorry; 3. crowded; 4. harmful; 5. envious /jealous; 6. wrong; 7. safe; 8. guilty; 9. engaged; 10. cruel; 11 handy; 12. short; 13. nervous

1.6. 1. with; 2. at; 3. for; 4. with; 5. about; 6. with/to; 7. to; 8. by/with; 9. to; 10. about/of

2.1. 1. has just returned; 2. happier; 3. did you go; 4. smiling; 5. is thinking; 6. was installed; 7. doesn't want

2.2. 1. has; 2. are thought; 3. covered; 4. do not follow; 5. celebrities; 6. are not created; 7. best

2.3. 1. was made; 2. had taken; 3. more popular; 4. brought; 5. did not take; 6. was trying; 7. will expand

3.1. *-al* — local, original, traditional, environmental, professional

-able — fashionable, considerable, reasonable, recyclable, miserable

-ible — sensible, responsible, divisible, accessible, flexible

-ous — suspicious, religious, mysterious, jealous, generous, spacious

-ent — silent, confident, innocent, violent, absent, intelligent

-ian/an — American, Victorian, Egyptian, Australian, Canadian

3.2. 1. accessible; 2. professional; 3. silent; 4. generous; 5. miserable; 6. jealous; 7. Victorian; 8. sensible; 9. absent; 10. Egyptian

3.3. 1. mountainous; 2. archaeological; 3. spacious; 4. various; 5. considerable; 6. American; 7. hazardous; 8. different; 9. religious; 10. remarkable

3.4. 1. economic; 2. excellent; 3. suitable; 4. successful; 5. fashionable; 6. reasonable; 7. spacious; 8. changing; 9. continental; 10. professional

4.1. 174635

4.2. 2231113

4.3. 3212332

В этом уроке вы:

- вспомните предлоги, которые употребляются за глаголами;
- повторите употребление фразовых глаголов *break, carry, do, fill, let, make*, а также фразовых глаголов *call, hold, pay, set, stand, turn*;
- разовьете комплексные лексико-грамматические навыки.

1. ГЛАГОЛЫ С ПРЕДЛОГАМИ

A	accuse sb of advise sb on about sth (dis)agree with sb about/ on sth aim at apologise to sb for sth apply to sb for sth (dis)approve of argue with/sb about sth arrest sb for sth arrive at a building arrive in a city/country ask for associate with	D	contrast with contribute to cooperate with sb cope with cover sb in/with sth criticise for deal with decide on dedicate sth to sb depart from depend on describe sth to sb differ from discourage from distinguish between divide sth between/ among divide sth into divide by (Maths) dream about/of	J K L	involve in join in know about sth lean on/against lie to sb about sth listen to look forward to (be) made of/from mean by mention to mistake sb/sth for sb/sth else
	B		E		M
	C		F		O
	care about sb/sth care for sb/sth choose from/between collaborate with combine with comment on communicate with compare with/to compete with sb for sth complain to sb about/of sth concentrate on sth confess sth to sb congratulate sb on sth connect to/with consist of		G H I	P	occur to pay for point at/to praise sb for sth pray for sb/sth prefer to prepare for prevent from protect sb from/against sth protest about/against/at provide sb with sth provide sth for sb punish sb for put the blame for sth on sb
				R	receive sth from sb recover from reduce sth to refer to regard sb/sth as relate to rely on remind sb about sth remind sb of sb/sth replace sth with sth else

S	rescue sb from result from result in retire from save sb from sentence sb to shout at smile at/to speak to/with sb specialise in	T	spend money on sth stare at steal sth from sb succeed in suffer from supply sb with sth suspect sb of take care of sb/sth talk to/with sb about sth thank for	V W	think of/about translate from vote for/against wait for warn sb about/against/ of waste money on sth wonder about worry about

1.1. Заполните пропуски предлогами.

- | | |
|----------------------------------|---------------------------|
| 1. (dis)agree _____ sb _____ sth | 16. deal _____ |
| 2. apologise _____ sb _____ sth | 17. depend _____ |
| 3. apply _____ sb _____ sth | 18. differ _____ |
| 4. (dis)approve _____ | 19. explain sth _____ |
| 5. argue _____ sb _____ sth | 20. insist _____ |
| 6. arrive _____ a building | 21. introduce sb _____ sb |
| 7. arrive _____ a city/country | 22. laugh _____ |
| 8. ask _____ | 23. listen _____ |
| 9. believe _____ | 24. look forward _____ |
| 10. belong _____ | 25. pay _____ |
| 11. benefit _____ | 26. refer _____ |
| 12. borrow _____ | 27. rely _____ |
| 13. complain _____ sb _____ sth | 28. result _____ |
| 14. congratulate sb _____ sth | 29. suffer _____ |
| 15. consist _____ | 30. wait _____ |

1.2. Вставьте пропущенные предлоги.

- Last winter he suffered _____ pneumonia.
- If you don't understand any of these words, you could refer _____ a dictionary.
- The accident resulted _____ the death of a man.
- His failure resulted _____ lack of attention to details.
- It wasn't his car, in fact I don't know who it belongs _____.
- Nurses are very badly paid, I think they should insist on higher rates of pay.
- The buses are often late, so you can't depend _____ them.
- Keep enough money to pay _____ your ticket.
- She listened _____ me very attentively.
- Who was the boy you were all laughing _____?
- He was always arguing _____ his brother.
- I agree _____ you that we should wait a bit longer _____ her.
- She never apologizes _____ arriving late.
- If you want to travel, that would be a good job to apply _____.
- I congratulated him _____ his victory.

1.3. Вставьте пропущенные предлоги.

- Can we rely _____ him to support us?
- They complained _____ me _____ the noise.
- Can you explain this word _____ me?
- How often do you borrow books _____ the library?
- My children are looking forward _____ Christmas.
- They arrived _____ the party at 8 p.m.
- What time did you arrive _____ London?
- I must introduce you _____ my cousin.

9. Her father disapproves _____ her behaviour.
10. His views differ considerably _____ those of his parents.
11. Shall we ask _____ help?
12. Patients have benefited greatly _____ this treatment.
13. Do you believe _____ the existence of aliens?
14. I spent the morning dealing _____ my emails.
15. The UK consists _____ four countries.

1.4. Заполните пропуски предлогами.

- | | |
|-----------------------------------|---------------------------|
| 1. accuse sb _____ sth | 16. glance _____ |
| 2. advise sb _____ sth | 17. hear _____ |
| 3. aim _____ | 18. hope _____ |
| 4. appeal _____ sb _____ sth | 19. involve _____ |
| 5. blame sb _____ sth | 20. object _____ sb/sth |
| 6. charge sb _____ sth (= accuse) | 21. occur _____ |
| 7. comment _____ | 22. prefer _____ |
| 8. compete _____ sb _____ sth | 23. prepare _____ |
| 9. contribute _____ | 24. prevent _____ |
| 10. cope _____ | 25. provide sb _____ sth |
| 11. criticise _____ | 26. punish sb _____ sth |
| 12. decide _____ | 27. shout _____ |
| 13. dream _____ | 28. spend money _____ sth |
| 14. escape _____ | 29. succeed _____ |
| 15. excuse sb _____ sth | 30. supply sb _____ sth |

1.5. Вставьте пропущенные предлоги.

1. The police charged him _____ murder.
2. Teenagers are often criticised _____ rude behaviour.
3. Noise prevented me _____ sleeping.
4. Young people find it difficult to cope _____ stress.
5. Let's hope _____ the best .
6. The teacher accused the pupil _____ cheating.
7. Last year our group was involved _____ some environmental projects.
8. The teacher supplied us _____ all necessary information for our project.
9. It suddenly occurred _____ me that Jack was afraid of being alone.
10. Don't blame television _____ the bad effect it has.
11. I prefer volleyball _____ basketball.
12. Watching soaps help people to escape _____ their everyday problems.
13. She spends lots of money _____ her clothes.
14. Most of the students were aiming _____ jobs in television.
15. He finally succeeded _____ passing the FCE exam.

1.6. Вставьте пропущенные предлоги.

1. Don't shout _____ me?
2. I was asked to prepare a report _____ the next lesson.
3. Her job is to advise _____ choosing a future career.
4. Please excuse me _____ being late.
5. He was punished _____ playing truant.
6. She is dreaming _____ studying in London.
7. They are appealing _____ local businesses _____ sponsorship money.
8. The lecture provided him _____ an opportunity to meet this famous scientist.
9. Hope to hear _____ you soon.
10. Her father objected _____ her marriage.
11. We would like you to comment _____ our project.

12. They've decided _____ Spain for their holiday this year.
13. Many local businesses offered to contribute _____ the school rebuilding fund.
14. 'I must go,' Claudia said, glancing _____ her watch.
15. You'll be competing _____ the best athletes _____ the trophy.

2. ФРАЗОВЫЕ ГЛАГОЛЫ

Фразовые глаголы break и carry

2.1. Вставьте слова из рамки в предложения и переведите их на русский язык.

away	down	in	into	on	out (x2)	up
------	------	----	------	----	----------	----

1. Schools broke _____ for the holidays in June.
2. The burglars broke _____ the house through the kitchen window.
3. If you carry _____ spending money like that, you'll go bankrupt.
4. I need a new computer because my old one has broken _____.
5. They got married a month before the war broke _____.
6. The crowd were carried _____ by his passionate speech.
7. As she was talking, he suddenly broke _____, saying, "That's a lie".
8. Nick is carrying _____ research on nanotechnology.

Фразовые глаголы do и fill

2.2. Вставьте слова из рамки в предложения и переведите их на русский язык.

away	in	on	over	up (x2)	with	without
------	----	----	------	---------	------	---------

1. Now that they have a permanent job, they can do _____ any help from us.
2. I spent an hour filling _____ the application form.
3. This is a lovely cottage although it needs doing _____ a bit.
4. She was taken _____ as a laboratory assistant.
5. We have nothing to do _____ the firm which has the offices next door.
6. The company he works for has recently been taken _____ by a huge corporation.
7. As she read the poem, their eyes filled _____ with tears.
8. Computerization has enabled us to do _____ with a lot of paperwork.

Фразовые глаголы let и make

2.3. Вставьте слова из рамки в предложения и переведите их на русский язык.

down	into	off (x2)	out	up (x3)
------	------	----------	-----	---------

1. My dad was always really good at making _____ stories.
2. The British usually let _____ fireworks on the 5th of November.
3. The numbers are too small — I can't make them _____ at all.
4. The flag of the UK is made _____ of three crosses.
5. The story was made _____ a film two years ago.
6. She's a great player, and never lets her team _____.
7. The thieves made _____ with the stolen paintings from the museum.
8. No amount of money can make _____ for the loss of this painting.

3. ФРАЗОВЫЕ ГЛАГОЛЫ

Фразовые глаголы call и hold

3.1. Вставьте слова из рамки в предложения и переведите их на русский язык.

after back for in off on round up

1. Please hold _____. I'll put you through to Mr. Smith.
2. Experts call _____ protecting sites in Asia to ensure the survival of the tiger.
3. Tomorrow's match has been called _____ because of the icy weather.
4. She was called _____ her grandmother.
5. Traffic was held _____ for several hours by the accident.
6. I called _____ yesterday, but you weren't in.
7. I'm a bit busy — can I call you _____ later?
8. Never call _____ to a talk radio program while you are driving.

Фразовые глаголы pay, set и stand

3.2. Вставьте слова из рамки в предложения и переведите их на русский язык.

back for (x2) off (x2) out (x2) up (x2)

1. She plans to set _____ her own business.
2. 'BBC' stands _____ British Broadcasting Corporation.
3. All those weeks of studying will pay _____ when you take the exam.
4. With startling black make-up, Goths certainly stand _____ in a crowd.
5. We all pay _____ our mistakes in some way at some time.
6. You should learn how to stand _____ for yourself as early as possible.
7. They've just set _____ on a round-the-world cruise.
8. I remember that I owe you \$200. I'll pay you _____ in a week.

Фразовый глагол turn

3.3. Вставьте слова из рамки в предложения и переведите их на русский язык.

down into off on out over to up

1. It turned _____ that she had known him since childhood.
2. Will you turn _____ the television, please? It's time for my favourite soap.
3. She turned _____ at my house late one night.
4. His first novel was turned _____ a television film.
5. This programme is really boring. Let's turn _____ to another channel.
6. Don't forget to turn _____ your computer when you leave home.
7. Her family lived a long way away, and she had no one to turn _____ for advice.
8. He turned _____ the job because it involved too much travelling.

4. КОМПЛЕКСНЫЕ ЛЕКСИКО-ГРАММАТИЧЕСКИЕ НАВЫКИ

4.1. Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски 1—7 полученными словами.

Cigarette Warning Labels — Do They Work?

Warning labels (1)_____ in the late 1960's with a minor note saying "Smoking can be hazardous to health". It was only the 1970's that confirmed: smoking could kill.

ADOPT

Smoking is a habit that people are not ready to quit even when they are dying. This is because cigarette smoking leads to a rapid addiction for nicotine and is even (2)_____ than alcohol.

ADDICTIVE

A person who (3)_____ to smoke knows that he is entering a dark road.

JUST START

So, if his (4)_____ experience is not good he may read the warning label on the cigarette box and decide to not smoke again.

ONE

However, if smoking is a habit, a smoker (5)_____ about the side effects of smoking.

NOT CARE

Although he knows that smoking is injurious, he thinks that it (6)_____ him very soon. So he ignores the warning labels and continues smoking.

NOT HARM

As a rule heavy smokers don't really care about themselves, because if they (7)_____, they would not be smoking in the first place.

DO

4.2. Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски 1—6 полученными словами.

The Internet — a Blessing or a Curse?

We live in the age of information technology and the Internet is a unique (1)_____, which has influenced all areas of our lives.

INVENT

Yet some people are (2)_____ about the importance of the Web. Is it a blessing or a curse?

CERTAIN

On the one hand, with the Internet, it is now possible to communicate (3)_____ with people all over the world.

EASY

In addition, the Internet is very useful, because it makes the world of facts and knowledge (4)_____ to everyone.

ACCESS

However, a huge amount of information on the Internet is also one of its (5)_____. This diversity makes it difficult to find the type of information you want.

WEAK

Moreover, the Internet can become (6)_____ for our society, because of cybercriminals. The information wars of the future may be fought on Web sites.

DANGER

4.3. Прочитайте текст с пропусками, обозначенными номерами 1—7. Эти номера соответствуют заданиям 1—7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Squirrel

It was when Squirrel Nutkin appeared at the October Board meeting that Mr. Ramsay began to (1)_____ his reputation for eccentricity. And that's putting it (2)_____. To be fair, there were people who said at the time that there was nothing wrong in wear-

ing a glove puppet to a Board meeting. However, there were more who disagreed, and several who thought that Mr. Ramsay was off his chump. The matter was hotly disputed in the company's offices, on the shop floor, in the canteen.

It happened during Mr. Giles's monthly overlong summary of the company's financial position. Two factors were making the prospects for Ramsay & Co look bleak.

The first of these factors spoke for itself. There were simply fewer items of hosiery being sold. Whether this was due to the long hot summer combined with the undoubted increase (3)_____ the uptake of feminine trousers, or it was a sign of continued recession was not for him to say. Ramsay & Co simply had to (4)_____ the facts, whether they liked them or not, and accept what the market was telling them. Reality didn't always turn (5)_____ the way people wanted it to.

The second factor, however, was where they could do something about. Ramsay & Co's costs were inordinately high compared to those of its competitors, who had been cutting back on staff over the last five years, reducing their workforce to one-fifth of its previous level. It was high (6)_____ that Ramsay & Co got itself into a similar position.

None of the Board members was surprised at what Mr. Giles had to say. He had, after all, said it all before, many times, over the past several months. Mr. Ramsay had, until now, always stubbornly resisted him. This time, though, what happened was different from all the previous occasions. Mr. Ramsay had never before produced a glove puppet from underneath the table. He had never had a squirrel sitting on his left hand during a presentation.

The only two pairs of eyes in the room focused on Mr. Giles during his summation of the company's position were those of Mr. Ramsay and the squirrel, both of whom were shaking their heads very slightly. The other Board members were sitting shocked with their mouths wide open and were (7)_____ at the puppet.

- | | | | |
|----------------|------------|------------|--------------|
| 1. 1) acquire | 2) enquire | 3) inquire | 4) require |
| 2. 1) mild | 2) milder | 3) mildest | 4) mildly |
| 3. 1) at | 2) in | 3) of | 4) to |
| 4. 1) comment | 2) cope | 3) deal | 4) face |
| 5. 1) in | 2) on | 3) out | 4) up |
| 6. 1) price | 2) moment | 3) time | 4) way |
| 7. 1) watching | 2) staring | 3) seeing | 4) observing |

ПРОВЕРЬ СЕБЯ

1.1. 1. with, about/on; 2. to, for; 3. to, for; 4. of; 5. with, about/for; 6. at; 7. in; 8. for; 9. in; 10. to; 11. from; 12. from; 13. to, about; 14. on; 15. of; 16. with; 17. on; 18. from; 19. to; 20. on; 21. to; 22. at; 23. to; 24. to; 25. for; 26. to; 27. on; 28. in/from; 29. from; 30. for

1.2. 1. from; 2. to; 3. in; 4. from; 5. to; 6. on; 7. on; 8. for; 9. to; 10. at; 11. with; 12. with, for; 13. for; 14. for; 15. on

1.3. 1. on; 2. to, about; 3. to; 4. from; 5. to; 6. at; 7. in; 8. to; 9. of; 10. from; 11. for; 12. from; 13. in; 14. with; 15. of

1.4. 1. of; 2. on/about; 3. at/for; 4. to, for; 5. for; 6. with; 7. on; 8. with/against, for; 9. to; 10. with; 11. for; 12. on; 13. about/of; 14. from; 15. for; 16. at; 17. about/of/from; 18. for; 19. in; 20. to; 21. to; 22. to; 23. for; 24. from; 25. with; 26. for; 27. at; 28. on; 29. in; 30. with

- 1.5. 1. with; 2. for; 3. from; 4. with; 5. for; 6. of; 7. in; 8. with; 9. to; 10. for; 11. to;
12. from; 13. on; 14. for; 15. in
- 1.6. 1. at; 2. for; 3. on; 4. for; 5. for; 6. of; 7. to, for; 8. with; 9. from; 10. to; 11. on;
12. on; 13. to; 14. at; 15. with/against, for
- 2.1. 1. up; 2. into; 3. on; 4. down; 5. out; 6. away; 7. in; 8. out
- 2.2. 1. without; 2. in; 3. up; 4. on; 5. with; 6. over; 7. up; 8. away
- 2.3. 1. up; 2. off; 3. out; 4. up; 5. into; 6. down; 7. off; 8. up
- 3.1. 1. on; 2. for; 3. off; 4. after; 5. up; 6. round; 7. back; 8. in
- 3.2. 1. up; 2. for; 3. off; 4. out; 5. for; 6. up; 7. off/out; 8. back
- 3.3. 1. out; 2. on; 3. up; 4. into; 5. over; 6. off; 7. to; 8. down
- 4.1. 1. wereadopted; 2. moreaddictive; 3. hasjuststarted; 4. first; 5. doesnotcare;
6. willnotharm; 7. did
- 4.2. 1. invention; 2. uncertain; 3. easily; 4. accessible; 5. weaknesses; 6. dangerous
- 4.3. 1424332

В этом уроке вы:

- обобщите свои знания по употреблению предлогов времени, места и направления;
- закрепите навыки образования слов с помощью префиксов *un, in, im, re, dis, mis*;
- напишете письмо другу и сочинение по предложенной проблеме.

1. ПРЕДЛОГИ ВРЕМЕНИ

Используйте:

at	для времени суток: at 6 o'clock, at night, at midnight, at lunchtime, at sunset, etc. в устойчивых словосочетаниях: at the weekend, at Christmas/Easter, at the moment, at present, at first/at last, at a time, at the same time, at all times (always), at the end of June, at his age
on	для дней и дат: on Sunday, on Sunday evening(s), on 9 November 1949, on Christmas Day/Eve, on my birthday, on the morning of the 6th в устойчивых словосочетаниях: on time (punctual, not late), on (=after) arrival, on getting to the airport
in	для более длинных периодов (месяцы/годы/времена года): in May, in 2000, in the 20th century, in the past, in (the) summer, in the 1990s, in (the) future, in the Middle Ages в устойчивых словосочетаниях: in the morning/afternoon/evening, in a few minutes, in two months, in his forties, in time (for sth= soon enough), in no time(very quickly), in the end (finally)
for	for a long time, for ages, for the weekend, for ever
since	since last year/spring, since 1998, since morning, since 3 o'clock
by	by 5 o'clock, by tomorrow, by 2003, by the end of July
till, from	till 5 o'clock, till Monday, till the early morning, from 7 till 12 o'clock, from early morning till late at night, from time to time
no preposition	this week /month /year, last Friday / last time/ last night, next week/ month/ year, next Friday /next time, every day

1.1. Вставьте пропущенные предлоги там, где необходимо.

1. She is _____ her sixties, but she looks much younger.
2. The first man walked on the moon _____ 21 July 1969.
3. The telephone and the doorbell rang _____ the same time.
4. What are you doing _____ the weekend?

5. Charles is getting married _____ next year.
6. Columbus made his first voyage from Europe to America _____ 1492.
7. I nearly missed my flight yesterday. I got to the airport just _____ time.
8. Im busy just now, but Ill be with you _____ a moment.
9. We often have a short holiday _____ Christmas.
10. Do you work _____ Wednesdays?
11. I didnt understand the text _____ first, but _____ the end I managed to translate it.
12. Ill have written a composition _____ 5 oclock.
13. Mary and Henry always go out for a meal _____ their wedding anniversary.
14. Can I speak to Clare? — Im afraid, shes not here _____ the moment.
15. I work _____ early morning _____ late _____ night.
16. I started learning English _____ the age of five.
17. It was quite a short book and easy to read. I read it _____ a day.
18. We travelled overnight to Paris and arrived _____ 5 oclock _____ Friday morning.
19. They go out _____ every Wednesday _____ the evening.
20. The train service isnt very good. The trains are rarely _____ time.

1.2. Вставьте пропущенные предлоги там, где необходимо.

1. I was playing computer games _____ 5 _____ 6 o'clock yesterday.
2. Jazz became popular in the United States _____ the 1920s.
3. I'll see you _____ next Friday _____ the evening.
4. It's difficult to listen if everyone is speaking _____ the same time.
5. _____ Saturday night I went to bed _____ 11 oclock.
6. I don't know this man, but he seems to be _____ his forties.
7. The bus was late this morning but it's usually _____ time.
8. I hope the weather will be nice _____ the weekend.
9. I havent seen you _____ ages! Where have you been _____ all this time.
10. In Britain most people do not work _____ Sundays.
11. _____ last year we went to France.
12. Jenny's brother is an engineer, but he's out of work _____ the moment.
13. I had translated this article _____ 6 oclock yesterday.
14. Bob is a very fast runner. He can run 100 metres _____ 11 seconds.
15. I went to school _____ the age of 6, so I've already been studying _____ 9 years.
16. Pauline got married _____ 18 May 1991.
17. It took me long to find a job. _____ the end I got a job in a hotel.
18. I haven't met him _____ last Friday.
19. I normally get paid _____ the end of the month.
20. I nearly forgot about Jacks birthday . Fortunately I remembered just _____ time.

2. ПРЕДЛОГИ МЕСТА И НАПРАВЛЕНИЯ

Предлоги места

Используйте:

in	когда рассматриваете место как территорию, объем: in the room, in the house, in the box, in the plate, in the cup, in the snow, in the water, in the river, in London, in town, in the country
----	--

in	чтобы сообщить, что кто-то или что-то находится: in a line /row /queue /street, in a photograph, in a picture, in a mirror, in the sky, in the world, in a book, in a newspaper, in a magazine, in a letter, in a tree in bed / in hospital / in prison
at	когда рассматриваете место как точку на карте: at the bus stop, at the station, at the airport, at somebody's house, at the greengrocer's, at the theatre, at the cinema, to live at 5 Kings Road, at the doctor's, at the hairdresser когда говорим, что кто-то находится at school, at college, at home, at work, at sea, at the meeting
on	когда рассматриваете место как поверхность: on a page, on the table, on the wall, on the sofa, on the window, on the ceiling, on the door, on your nose, on your shirt, on the bottle
on	чтобы сообщить, что кто-то или что-то находится: on the left, on the right, on the ground floor, on the map, on the menu, on a list, on a river, on a road, on the coast, on the way, on the Internet

Сравните:

in the corner of a room in the front / in the back of a car or on the front /on the back of a letter on a bus / on a train / on a plane / on foot to arrive in a country or a city I love swimming <i>in the sea</i> . There is some water <i>in the bottle</i> . Open the book <i>at page 7</i> , please. There is somebody <i>at the door</i> .	on the corner/at the corner of a street at the front / at the back of a building / cinema / group of people, etc. in a car / in a taxi to arrive at other places (buildings etc.) or events Ho: We were <i>at sea</i> (=on a ship) for 30 days. There is a label <i>on the bottle</i> . You'll find details of TV programme <i>on page 7</i> of this newspaper. There was <i>a knock on the door</i> .
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Предлоги направления

Предлог/ наречие	Перевод	Примеры
across along down for from into out out of over round/around through toward(s) to up	через, поперек вдоль, по вниз; вдоль, по в, к с, от, из в (внутри) за (движение наружу) из (движение изнутри) через, над вокруг, кругом через, сквозь к, по направлению к к, в, на вверх, вдоль по	They ran straight across the road. We were driving along Abbey Road. A young man came hurrying down the street. They were heading for the train station. He took a knife from his pocket. They went into the office. Charlotte went to the window and looked out . The keys must have fallen out of my pocket. Somehow the sheep jumped over the fence. The Moon goes round the Earth. She smiled at him as he walked through the door. He noticed two policemen coming towards him. She stood up and walked to the window. We walked slowly up the hill.

2.1. Вставъте предлоги *at, in* или *on*.

1. Mike lives _____ Oxford. He's a student _____ Oxford University.
2. Write your name _____ the top of the page.
3. Who is this boy _____ that photo?
4. Meet me _____ the bus-stop _____ the end of Regent Street.
5. There is somebody _____ the door. Shall I go and see who it is?
6. You'll find the sports results _____ the back page of the newspaper.
7. Where are the children playing? They are playing _____ the beach.
8. She lives _____ the ground floor.
9. It can be dangerous when children play _____ the street.
10. I usually buy a newspaper _____ my way to work in the morning.
11. London is _____ the river Thames. I like swimming _____ the river.
12. I was sitting _____ the back of the class.
13. His signature was _____ the back of this photo.
14. I don't know where my umbrella is. Perhaps I left it _____ the chair.
15. Tom is ill. He wasn't _____ work today. He was _____ home _____ bed.
16. They live _____ Stavrovo, a small village _____ the road to Vladimir.
17. Let's meet _____ the entrance to the museum at 6 o'clock.
18. If you walk to the end of the street, you'll see a small shop _____ the corner.
19. I wasn't in when you phoned. I was _____ my sisters house.
20. The exhibition _____ the Museum of Modern Art finished on Saturday.

2.2. Вставъте предлоги *at, in* или *on*.

1. The garden is _____ the back of the house.
2. Write your name _____ the back of this envelope.
3. The bus was full. There were too many people _____ it.
4. Tom is _____ work. He works _____ Cambridge _____ the University.
5. When we were _____ the south we stayed _____ a small hotel _____ the coast.
6. Meet me _____ the entrance to the Supermarket _____ Oxford Street.
7. There is a public telephone _____ the corner of the street.
8. I haven't seen Kate for some time. I last saw her _____ Tom's wedding.
9. It was a very slow train. It stopped _____ every station.
10. When we were _____ France we stayed _____ a hotel.
11. Nick was waiting _____ the bottom of the stairs.
12. Is Tom _____ this photograph? I can't find him.
13. She waited for him _____ the bus stop _____ the end of Green Street.
14. There was a knock _____ the door.
15. You'll find details of TV programmes _____ page seven of the newspaper.
16. There's nobody living _____ the island. It's uninhabited.
17. I think her flat is _____ the third floor of that building.
18. It was a lovely day. There wasn't a cloud _____ the sky.
19. We stopped at a small village _____ the way to London.
20. Brighton is a resort _____ the south coast of England. I like swimming _____ the sea.

2.3. Вставъте предлоги *at, in* или *on*.

1. The live _____ Baker Street _____ number 12.
2. Sign your name _____ the dotted line _____ the bottom of the page.
3. I saw a taxi _____ the end of the street.
4. Is there anything interesting _____ the paper today?
5. I waited _____ the door for five minutes.
6. There's an unusual photograph _____ the back page.
7. Don't sit _____ the grass.
8. My office is _____ the first floor. It's _____ the left as you come out of the lift.

9. I love to look up _____ the stars _____ the sky at night.
10. _____ my way home I met Nick. He was standing _____ the corner and waiting for somebody.
11. What time did you arrive _____ the hotel?
12. I was standing _____ the back, so I couldn't see very well.
13. I was sitting _____ the back of the car when we crashed.
14. Have you ever worked _____ a farm?
15. I hate staying _____ home. That's why I've applied for a job _____ the United Nations _____ Geneva.
16. San Francisco is _____ the west coast of the United States.
17. I didn't see you _____ the party on Saturday. Where were you?
18. *(in a restaurant)* «Where shall we sit?» «Over there, _____ the corner.»
19. I was _____ Ann's house last night. The rooms _____ her house are very small.
20. We went to the theatre last night. We had seats _____ the front row.

2.4. Прочитайте текст и вставьте пропущенные предлоги.

(1) _____ the past decades world communication has developed into a rapidly expanding field based on computer technology. You can use computers for communication everywhere: (2) _____ the office, (3) _____ school or (4) _____ home. The Internet allows us to contact people from different countries (5) _____ next to no time. However, a special danger for computer systems is posed by viruses. When (6) _____ 3 November 1988 a computer virus disrupted the US nationwide ARPANET computer system, this forced some 6,000 computers to be shut down (7) _____ two days leading to a total damage of over \$100 million. Similar cases occurred (8) _____ 1986 when (9) _____ Texas through computer malfunction lethal overdoses of radiation were given to cancer patients. It is now obvious that business, administration and society depend to a high degree on the efficiency and security of servers (10) _____ the Internet.

3. СЛОВООБРАЗОВАНИЕ — ПРЕФИКСЫ

3.1. Образуйте однокоренные слова, используя префиксы, и разбейте их по категориям.

Interpret, competent, cycle, continue, countable, flexible, employed, order, even, mobilize, similar, effective, perfect, expected, move, efficient, understand, patient, impressive, organized, equality, necessary, create, polite, stability, pleased, suitable, open, practical, fortune, regard

Префиксы	un-	in-	im-	re-	mis -	dis-
Однокоренные слова					<i>misinterpret</i>	

3.2. Используя префиксы, преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию предложений. Заполните пропуски полученными словами. Переведите предложения на русский язык.

1. This incident may have _____ consequences.
2. Some people believe that our soul is _____.
3. This printer is _____ with some PCs.
4. Many people were _____ with the results of the election.
5. This picture was painted by an _____ artist.
6. It was my _____ to be chosen first.
7. The results of the two experiments were _____.

DESIRABLE
MORTAL
COMPATIBLE
SATISFIED
KNOWN
FORTUNE
CONSISTENT

8. After the death of his wife, my uncle never _____.
9. It seems _____ to keep the bird in a cage.
10. Her skin looks blotchy and _____.

MARRIED
NATURAL
HEALTHY

3.3. Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, так, чтобы они грамматически и лексически соответствовали содержанию текста. Поставьте глаголы в правильную форму. Заполните пропуски полученными словами.

Ball lightning is the most curious of (1)_____ phenomena. Witnessed by many people, it was (2)_____ for many years. Then, after repeated sightings by accredited scientists, it gradually won acceptance as a real effect. It appears as a glowing sphere, floats around slowly, and after a period of several seconds it (3)_____.

EXPLAIN
REGARD

The problem is that although we know what it looks like, there is still scientific (4)_____ over what ball lightning actually is. Severely contradicting descriptions of ball lightning make it (5)_____ to create a reliable hypothesis that will take into account the described behaviour. Today several competing and radically (6)_____ theories are battling for acceptance. The contest might be resolved if someone could (7)_____ ball lightning in the laboratory. (8)_____, this has never been done, or at least not officially. The interest in ball lightning dates back several decades in the US and Russia. However, the results of their (9)_____ have largely remained (10)_____.

APPEAR
AGREEMENT
POSSIBLE
COMPATIBLE
CREATE
FORTUNATELY
SEARCH,
SUCCESSFUL

4. РАЗВИТИЕ НАВЫКА ПИСЬМА

4.1. You have 20 minutes to do this task.

This is part of a letter from your German pen friend Kerstin:

... I find a bit difficult to understand English grammar. What about you? Do you do grammar exercises? Do you think that it's necessary to remember all grammar rules? Have you got any plans for the summer? I was thinking of going to a language school in the UK to improve my English. It would be a lot more fun if we went together/ What do you think? Anyway, I have to go now as I'm helping my Dad in the shop.

Write back to Kerstin.

In your letter

- answer her questions
- ask **3 questions** about the trip to the UK

Write **100—140 words**

Remember the rules of letter writing.

4.2. You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Susan, who writes:

... Yesterday I borrowed a wonderful book from the library and I can't put it down. Do you enjoy reading? Who is your favourite writer? What kind of books do you and your friends enjoy? As for my school news, I'm getting ready for my final exams ...

Write a letter to Susan.

In your letter

- answer her questions
- ask **3 questions** about her exams

Write **100—140 words**.

Remember the rules of letter writing.

4.3. You have 60 minutes to do this task.

Comment on the following statement.

Lots of teenagers are keen on playing computer games. However, adults are sure that computer games teach us nothing and young people should avoid them.

What is your opinion? Do you agree or disagree?

Write **200—250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

4.4. You have 60 minutes to do this task.

Comment on the following statement.

Mobile telephones have become very popular nowadays. However, some people consider them dangerous.

What is your opinion? Should we use mobile phones?

Write **200—250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position.

ПРОВЕРЬ СЕБЯ

1.1. 1. in; 2. on; 3. at; 4. at; 5. -; 6. in; 7. in; 8. in; 9. at; 10. on; 11. at, in; 12. by; 13. on; 14. at; 15. from, till, at; 16. at; 17. in; 18. at, on; 19. —, in; 20. on

1.2. 1. from, till; 2. in; 3. —, in; 4. at; 5. on, at; 6. in; 7. on; 8. at; 9. for, —; 10. on; 11. —; 12. at; 13. by; 14. in; 15. at, for; 16. on; 17. in; 18. since; 19. at; 20. in

2.1. 1. in, at; 2. at; 3. in; 4. at, at; 5. at; 6. on; 7. on; 8. on; 9. in; 10. on; 11. on, in; 12. at; 13. on; 14. on; 15. at, at, in; 16. in, on; 17. at; 18. on/at; 19. at; 20. at

2.2. 1. at; 2. on; 3. in; 4. at, in, at; 5. in, in/at, on; 6. at, in; 7. on/at; 8. at; 9. at; 10. in, at/in; 11. at; 12. in; 13. at, at; 14. on/at; 15. on; 16. on; 17. on; 18. in; 19. on; 20. on, in

2.3. 1. in, at; 2. on, at; 3. at; 4. in; 5. at; 6. on; 7. on; 8. on, on; 9. at, in; 10. On, at/on; 11. at; 12. at; 13. in; 14. on; 15. at, at, in; 16. on; 17. at; 18. in; 19. at, in; 20. in

2.4. 1. In; 2. in/at; 3. at; 4. at; 5. in; 6. on; 7. for; 8. in; 9. in; 10. on

3.1. *un* — uncountable, unemployed, uneven, unexpected, unimpressive, unnecessary, unsuitable

in — incompetent, inflexible, ineffective, inefficient, inequality, instability

im — immobilize, imperfect, impatient, impolite, impractical

re — recycle, reorder, remove, reorganized, recreate, reopen

mis — misinterpret, misunderstand, misfortune

dis — discontinue, disorder, dissimilar, disorganized, displeased, disregard

3.2. 1. undesirable; 2. immortal; 3. incompatible; 4. dissatisfied; 5. unknown; 6. misfortune; 7. inconsistent; 8. remarried; 9. unnatural; 10. unhealthy

3.3. 1. unexplained; 2. disregarded; 3. disappears; 4. disagreement; 5. impossible; 6. incompatible; 7. recreate; 8. Unfortunately; 9. research; 10. unsuccessful

4.1. (*Возможный вариант ответа*)

Moscow
Russia
April 28th

Dear Kerstin,

Thanks for your letter. I'm glad your arm is out of plaster now!

Well, I agree with you that English grammar is rather difficult so I think it's necessary to learn grammar rules and to do exercises. As for me, I do it on a regular basis.

Going to a language school together is a great idea! We could practise our English and visit lots of attractions. I'm absolutely free this summer so I can go whenever you like.

Please write back and tell me what dates suit you best. Which course would you like to do? What level do you think we are? Where would you prefer to stay?

Meanwhile, I'll make some enquiries about language schools in the UK. I'll get in touch soon. I hope it all works out!

Love,
Helen

4.2. (*Возможный вариант ответа*)

Moscow
Russia
June 10th

Dear Susan,

Thanks a lot for your letter. I am sorry I haven't answered earlier but I was busy with my exams, too.

I'm really glad that you like reading. As for me, this is my favourite pastime. Most of all I enjoy detective stories because they have interesting story lines and unusual endings. My favourite writer is Agatha Christie. I am really captivated by Miss Marple who conducts investigations. All my friends are keen on reading romances and modern novels. However, they wouldn't mind reading adventure stories.

Anyway, what about you? How many exams do you have to take? Is it difficult to pass them? How do you get ready for them?

Id better go now as I have to help Mum with the cooking. Hope to hear from you soon!

Love,
Alina

4.3. (*Возможный вариант ответа*)

People have always had different hobbies but technological progress has caused the appearance of computers and computer games, which can keep a child occupied for hours. However, adults consider computer games a complete waste of time.

As for me, I believe computer games are more than mindless entertainment. Firstly, computer games can teach people to achieve their aims as they regularly put obstacles in the way of players which are necessary to overcome in order to progress through the rest of the game. Secondly, computer games can be a valuable source of accidental learning that can be applied to school, home, and social events. Finally, teachers have also started to appreciate educational games as an opportunity to make their lessons more exciting.

Despite all positive effects, quite a few people are against this activity as they find it rather harmful for children's health. They also argue that computer games make teens waste their time and neglect their school work.

Nevertheless, I am sure that if we play games for an hour just to relax after a hard day at school, this will not do us any harm. What is more, modern technology has made it possible to eliminate the bad effect of computers on our eyes.

To sum up, I believe that computer games have more advantages than drawbacks. They make us persistent, develop our logical reasoning and help us to escape from everyday problems. The thing is to find a right balance between virtual reality and our everyday life.

4.4. *(Возможный вариант ответа)*

There are lots of different ways of communication nowadays, but perhaps the most popular one is a mobile phone. While some people think that a mobile telephone can be harmful, I cannot imagine my life without it.

In my opinion, we should not stop using mobiles as they do more good than harm. To begin with, they are small enough to fit into our pockets so we can easily take them everywhere and always stay in touch. Besides, they allow us to send messages, which is very cheap. What is more, today we can log on to the Internet, pay for things, take photos and send them to friends.

However, some people are afraid that radiation from mobiles can lead to cancer. Another concern is that teenagers are becoming too addicted to their mobiles and spend lots of their time playing games or sending messages.

From my point of view, these concerns are groundless. Firstly, there is still no proof that radiation from mobiles and cancer are interrelated. In addition, modern telephones have the level of radiation far below the safety limit. As for mobile addiction, I believe no one is crazy about mobiles now because they have become part of our everyday lives.

To sum up, I want to say that virtually every technology has both advantages and drawbacks. I am sure we should not reject mobile phones for the bad effect they might have. On the contrary, we must learn how to make the best use of them.

День 30. Повторение

В этом уроке вы:

- закрепите навыки аудирования и чтения;
- используете изученный лексико-грамматический материал практически;
- напишете письмо другу и сочинение по предложенной проблеме.

Раздел 1. АУДИРОВАНИЕ

B1	<i>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.</i>
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1. I'm ashamed to be a part of our generation.
2. Not all teens are awful.
3. I don't think much has changed since I was a teen.
4. Teens' attitudes have changed over the years.
5. Every generation hates their teenagers.
6. Modern teens are immature.
7. Teens are not as bad as they are thought to be.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите интервью с Рупертом Гринтом, сыгравшим роль Рона Уизли. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

- | | | |
|-----------|---|---|
| A1 | The last 'Harry Potter' film was a roaring success. | |
| | 1) True | 2) False 3) Not stated |
| A2 | Rupert is about to leave Great Britain. | |
| | 1) True | 2) False 3) Not stated |
| A3 | Rupert is going to star in a new film 'Comrade'. | |
| | 1) True | 2) False 3) Not stated |

- A4** Rupert was upset that the film was over.
1) True 2) False 3) Not stated
- A5** The actors were forced to end the last film in a very exciting way.
1) True 2) False 3) Not stated
- A6** Rupert is used to lots of running.
1) True 2) False 3) Not stated
- A7** Rupert doesn't reject the idea of playing in another 'Harry Potter' film.
1) True 2) False 3) Not stated

Вы услышите выступление ученого. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8** Which benefit of trees has not been mentioned by the speaker?
1) Protection from flooding.
2) Protection from the sun's rays.
3) Protection from precipitation.
- A9** The smell of pines in the forest is the result of trees releasing
1) oxygen.
2) carbon dioxide.
3) other gasses.
- A10** Scientists want to study how
1) gasses are released by trees into the atmosphere.
2) organic compounds form tiny particles.
3) these particles influence the climate.
- A11** Cloud droplets are unable to
1) absorb solar radiation.
2) reflect solar radiation.
3) scatter solar radiation.
- A12** According to scientists, cloud droplets influence
1) the size of the cloud.
2) the colour of the cloud.
3) the movement of the cloud.
- A13** The actual formation of the clouds is governed
1) only by the formation of cloud droplets.
2) primarily by the formation of cloud droplets.
3) by several different processes.
- A14** A new way of addressing the problem of global warming is by reducing the amount of
1) greenhouse gasses in the atmosphere.
2) the sun's radiation getting through the atmosphere.
3) the sun's radiation reflected by the clouds.

Раздел 2. ЧТЕНИЕ

B2	<i>Установите соответствие между заголовками 1—8 и текстами A—G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.</i>
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- | | |
|---------------------------|--------------------------|
| 1. Exotic Pets | 5. Massive Destruction |
| 2. Going Back in Time | 6. Buried Treasure |
| 3. Small Screen Addiction | 7. Reason for Extinction |
| 4. Body Language | 8. Intelligent Enemies |

A. The VLT (Very Large Telescope) is the world's largest telescope and it is taking scientists further back to the Big Bang than they ever thought possible. In other words, the VLT is a kind of a time machine, giving astronomers detailed views of events that took place in the earliest days of the cosmos. One day, we will have a much clearer picture of how our planet was born.

B. The latest development in the debate amongst scientists about what killed the prehistoric dinosaurs is the suggestion that acid rain was the cause. Some geologists suggest that a large meteor hitting the earth at 65 kilometres per second would have led to strongly acidic rain falling all over the world. This idea is fascinating but it would mean the dinosaurs would all have died within a very short time.

C. In 1948, a British farmer discovered an interesting lump of metal while ploughing his field. At first he thought the metal bits were parts of an old bed. Then more 'parts of old beds' turned up and the farmer took them to the local museum. 'But these bits are priceless!' exclaimed the keeper of the museum. 'They are Iron Age jewellery and coins!' Over the next 40 years, more and more items were found in the same field.

D. Rats may have had a bit of a hard time over the years but these days lots of people are forgetting about guinea-pigs and hamsters and are buying rats instead. Domestic rats aren't the same as the ones that run around rubbish bins — they're actually quite cute. They are very intelligent and can be trained like dogs. They come in different colours and — a big bonus — they will eat anything!

E. In Western cultures, people look each other in the eye during a conversation to show interest and trust, but in many Asian countries, it's rude to look people in the eye, especially a superior such as a teacher. One of the most basic and powerful signals is when a person crosses his or her arms across the chest. This can indicate that a person is putting up an unconscious barrier between themselves and others.

F. Earthquakes happen all the time in all parts of the world but we don't notice most of them because they are small. However, big earthquakes are really dangerous. They can make buildings fall down, set off landslides and do other deadly things. The highest death toll caused by an earthquake was in China in 1556, when at least 830,000 people died.

G. According to scientists, Americans watch more TV on average than any other nationality. In fact, many people, particularly children, sit for 35 hours or more per week glued to the box. What's wrong with watching all that TV? Studies have linked it to everything from obesity to aggression in children not to mention that it puts your mind into a sort of sedated state. Habitual television watching, over long periods of time, has been known to cause depression, and anger.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски A—F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

The Man Booker Prize for Fiction is awarded every year for the best original full-length novel written by a writer from the Commonwealth or the Republic of Ireland. It aims to represent the greatest in contemporary literature and promotes the finest in fiction by rewarding the best book of the year. The prize was originally called the Booker-McConnell Prize, (A) _____. However, it was better-known as simply the 'Booker Prize'. In 2002, the Man Group became the sponsor and they chose the new name, keeping 'Booker'.

Publishers can submit books for consideration for the prize, but the judges can also ask for books to be submitted (B) _____. Firstly, the Advisory Committee gives advice if there have been any changes to the rules for the prize. Then it selects the people (C) _____. The judging panel changes every year and usually a person is only a judge once.

Great efforts are made to ensure that the judging panel is balanced in terms of gender and professions within the industry. A writer, a critic, an editor and an academic are chosen along with a well-known person from wider society. However, when the panel of judges has been finalized, they are left to make their own decisions (D) _____. The Man Booker judges include critics, writers and academics (E) _____. The influence of the prize is so great that the winner will almost certainly see the considerable sales increase, in addition to the £50,000 (F) _____. In 1992 a Booker Russian Novel Prize was introduced.

1. without any further interference from the prize sponsor
2. so as to maintain the consistent quality of the prize
3. who will judge the books
4. so as to sell them
5. which was the name of the company that sponsored it
6. that comes with the prize
7. they think should be included

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15—A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

"Have you written a letter to the Froplinsons?" asked Egbert.

"No," said Janetta, with a note of tired defiance in her voice; "I've written eleven letters today expressing surprise and gratitude for sundry unmerited gifts, but I haven't written to the Froplinsons yet."

"Someone will have to do it," said Egbert.

"I don't dispute the necessity, but I don't think that someone should be me," said Janetta. "I wouldn't mind writing a letter of angry recrimination or heartless satire to some suitable recipient. In fact, I should rather enjoy it, but I've come to the end of my capacity for expressing servile amiability. Eleven letters today and nine yesterday, all couched in the same strain of ecstatic thankfulness: really, you can't expect me to sit down to another. There is such a thing as writing oneself out."

"I've written nearly as many," said Egbert, "and I've had my usual business correspondence to get through, too. Besides, I don't know what it was that the Froplinsons sent us."

"A William the Conqueror calendar," said Janetta, "with a quotation of one of his great thoughts for every day in the year."

"Impossible," said Egbert; "he didn't have three hundred and sixty-five thoughts in the whole of his life, or, if he did, he kept them to himself."

"Well, it was William Wordsworth, then," said Janetta; "I know William came into it somewhere."

"That sounds more probable," said Egbert; "well, let's collaborate on this letter and get it done. I'll dictate, and you can scribble it down. 'Dear Mrs. Froplinson, thank you and your husband so much for the very pretty calendar you sent us. It was very good of you to think of us.'"

"You can't possibly say that," said Janetta, laying down her pen. "We sent them something on the twenty-second," said Janetta, "so they simply *had* to think of us. There was no getting away from it."

"What did we send them?" asked Egbert gloomily.

"Bridge-markers," said Janetta, "in a cardboard case, with some inanity about 'digging for fortune with a royal spade' emblazoned on the cover. The moment I saw it in the shop I said to myself 'Froplinsons' and to the attendant 'How much?' When he said 'Ninepence,' I gave him their address, jabbed our card in, paid tenpence or elevenpence to cover the postage, and thanked heaven. With less sincerity and infinitely more trouble they eventually thanked me."

"The Froplinsons don't play bridge," said Egbert.

"One is not supposed to notice social deformities of that sort," said Janetta; "it wouldn't be polite. Besides, what trouble did they take to find out whether we read Wordsworth with gladness? For all they knew or cared we might be frantically embedded in the belief that all poetry begins and ends with John Masefield, and it might infuriate or depress us to have a daily sample of Wordsworthian products flung at us."

"Well, let's get on with the letter," said Egbert. "How clever of you to guess that Wordsworth is our favourite poet."

Again Janetta laid down her pen.

"Do you realise what that means?" she asked; "a Wordsworth booklet next Christmas, and another calendar the Christmas after, with the same problem of having to write suitable letters of thankfulness. No, the best thing to do is to drop all further allusion to the calendar and switch off on to some other topic."

"But what other topic?"

"Oh, something like this: 'What do you think of the New Year Honours List? A friend of ours made such a clever remark when he read it.' Then you can stick in any remark that comes into your head; it needn't be clever. The Froplinsons won't know whether it is or isn't."

"We don't even know on which side they are in politics," objected Egbert; "and anyhow you can't suddenly dismiss the subject of the calendar. Surely there must be some intelligent remark that can be made about it."

"Well, we can't think of one," said Janetta wearily; "the fact is, we've both written ourselves out."

There was a long silence, the forlorn silence of those who are bereft of hope and have almost ceased to care. Then Egbert started from his seat with an air of resolution. The light of battle was in his eyes.

"Let me come to the writing-table," he exclaimed; "I'm going to write to the editor of every enlightened and influential newspaper in the Kingdom, I'm going to suggest that there should be a sort of epistolary Truce of God during the festivities of Christmas and New Year. From the twenty-fourth of December to the third or fourth of Jan-

uary it shall be considered an offence against good sense and good feeling to write or expect any letter or communication that does not deal with the necessary events of the moment. Answers to invitations, arrangements about trains, renewal of club subscriptions, and, of course, all the ordinary everyday affairs of business, sickness, engaging new cooks, and so forth, these will be dealt with in the usual manner as something inevitable. But all the devastating accretions of correspondence, incident to the festive season, these should be swept away to give the season a chance of being really festive."

"But you would have to make some acknowledgment of presents received," objected Janetia; "otherwise people would never know whether they had arrived safely."

"Of course, I have thought of that," said Egbert; "every present that was sent off would be accompanied by a ticket bearing the date of dispatch and the signature of the sender, and some conventional hieroglyphic to show that it was intended to be a Christmas or New Year gift; there would be a counterfoil with space for the recipient's name and the date of arrival, and all you would have to do would be to sign and date the counterfoil, add a conventional hieroglyphic indicating heartfelt thanks and gratified surprise, put the thing into an envelope and post it."

"It sounds delightfully simple," said Janetia wistfully, "but people would consider it too perfunctory."

"It is not a bit more perfunctory than the present system," said Egbert; "I have only the same conventional language of gratitude at my disposal with which to thank dear old Colonel Chuttle for his perfectly delicious Stilton, which we shall devour to the last morsel, and the Froplinsons for their calendar, which we shall never look at. So you see the present system of acknowledgment is just as perfunctory and conventional as the counterfoil business would be, only ten times more tiresome and brain-racking."

"Your plan would certainly bring the idea of a Happy Christmas a step nearer realisation," said Janetia. "Meanwhile, what am I to say to the Froplinsons?"

(Adapted from 'Down Pens' by H. H. Munro)

A15 Egbert and Janetia were writing

- 1) application letters.
- 2) thank-you letters.
- 3) letters of recrimination.
- 4) letters of complaint.

A16 Egbert and Janetia didn't want to write a letter to the Froplinsons because they

- 1) had both written themselves out.
- 2) didn't like this couple.
- 3) didn't know what the Froplinsons had sent them.
- 4) had a lot of work to do.

A17 Janetia liked her present to the Froplinsons because it was

- 1) expensive and useless.
- 2) cheap and useless.
- 3) expensive and useful.
- 4) cheap and useful.

A18 Janetia didn't want to mention that Wordsworth was their favourite poet because

- 1) she actually didn't like his poems.
- 2) her favourite poet was John Masefield.
- 3) the Froplinsons would send them new Wordsworth-related presents.
- 4) she didn't want the Froplinsons to know the truth.

- A19** Janetta considered the Froplisons to be
 1) stupid. 3) kind.
 2) clever. 4) mean.
- A20** Egbert suggested that at Christmas people should
 1) stop writing letters at all.
 2) put off all the everyday affairs of business.
 3) not make any acknowledgment of received presents.
 4) send counterfoils instead of thank-you letters.
- A21** Janetta considered a new system
 1) absolutely impossible. 3) easy to implement.
 2) too perfunctory. 4) totally unacceptable.

Раздел 3. ГРАММАТИКА И ЛЕКСИКА

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4—B10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4—B10.

Swimming Pools

- B4** The first heated swimming pool _____ by Gaius Maecenas of Rome in the first century BC. **CONSTRUCT**
- B5** Swimming pools became popular in Britain in the beginning of the 19th century. By 1837, London authorities _____ six indoor pools with diving boards. **BUILD**
- B6** The _____ surviving swimming club in the world is the Arlington Baths Club in Glasgow. It is still an active club and continues to own its original Victorian building with a large pool. **OLD**
- B7** After the start of modern Olympic Games in 1896, the popularity of swimming pools _____ off. Nowadays there are lots of different swimming pools, both public and private. **TAKE**
- B8** Most _____ enjoy swimming and swimming pools with their wave-making machines, water slides and tropical vegetation are something unique for them. **CHILD**
- B9** If they could, kids _____ to spend their entire summer in the swimming pool. **CHOOSE**
- B10** However, not everyone _____ their own backyard pool. **HAVE**

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11—B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11—B16**.

Waste Management

- B11** Waste affects our environment — everything that surrounds us including the air, water, land, plants, and man-made things. We need a healthy environment for our own health and _____. **HAPPY**
- B12** The waste we create has to be _____ controlled to be sure that it does not harm our environment and our health. **CAREFUL**
- B13** So _____ waste management is very important. **EFFECT**
- B14** Waste reduction and recycling have a wide range of environmental benefits and promote public awareness and personal _____ for the waste we create. **RESPONSIBLE**
- B15** The best place to start making a _____ is our home. Learn how you can reduce, reuse, and recycle materials to decrease household waste. **DIFFER**
- B16** If we recycle what we can't use any more, we save resources because the _____ materials replace some of the natural resources including water and energy, which we use to make new products. **RECYCLE**

Прочитайте текст с пропусками, обозначенными номерами **A22—A28**. Эти номера соответствуют заданиям **A22—A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Globalization and Communication Growth

The 21st century has **A22** _____ in a new era in man's ongoing quest for a better life and a better world. For the first time in history, we can now claim to live in "One World." Globalization has removed many of the gaps that have existed between and among nations. While the physical divide is still present, the **A23** _____ of the Information Highway on how we communicate and live in the present day is simply staggering. Rapid improvements in information technology have allowed us to exchange information and communicate almost everywhere, anywhere, and anytime.

Globalization, as a general term, is best understood as the spread of ideas about the environment, democracy, human rights, and less complicated issues like fashion and fads. Global exchange is now taking place as the market of ideas, culture, and beliefs expand through the use of technology. The nature of business and how it is done has also improved by **A24** _____ and bounds because of globalization.

An example of the remarkable effects of globalization is the invention of the telephone and the television. Television has enabled young people and adults to have the ability to share cultural and ethnic experiences with others. Telephones have also greatly improved communication. Gone are the weeks and even months of waiting for a letter. Anybody can talk to anyone who has another phone **A25** _____ of distance or location on the planet. With the aid of satellites, 3rd generation phones allow us to make a phone call, send a video, or even receive an e-mail. These **A26** _____ in communication have revolutionized business, commerce, and even the personal lives and relationships of millions of people.

Because of the electronic media, vast amounts of important information can reach any parts of the globe in **A27** _____ time. Business establishments, whether big or small, are using the Internet in many ways to build or expand their company's growth. With the ever improving technology come new markets, high **A28** _____ for products, and also greater competition. Making investments in information and communication technology is now a must for any business enterprise.

A22	1) started	2) began	3) ushered	4) launched
A23	1) cause	2) impact	3) consequences	4) result
A24	1) bonds	2) gaps	3) jumps	4) leaps
A25	1) regardless	2) despite	3) notwithstanding	4) because
A26	1) breakbeats	2) breakdowns	3) breakouts	4) breakthroughs
A27	1) any	2) no	3) none of	4) some
A28	1) access	2) claim	3) demand	4) rise

Раздел 4. ПИСЬМО

- C1** You have 20 minutes to do this task.
You have received a letter from your English-speaking pen friend Jessica, who writes:

...By the way, we are doing a project at college on the fashion industry in different countries. It would be nice if you could tell me what clothes are popular with teenagers in Russia. Do you have any special fashion for teens? What kind of clothes do you prefer? Why?

As for me, I bought a new dress yesterday...

Write a letter to Jessica.

In your letter

- answer her questions
- ask **3 questions** about her tastes in clothes

Write **100 — 140 words**.

Remember the rules of letter writing.

C2. You have 60 minutes to do this task.

Comment on the following statement.

Lots of people enjoy celebrating holidays. However, for some people a holiday is just a day off.

What is your attitude to celebrations? Which way of celebrating holidays do you find more enjoyable?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- 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 don't agree with the opposing opinion
- make a conclusion restating your position

ПРОВЕРЬ СЕБЯ

Раздел 1. АУДИРОВАНИЕ				Раздел 2. ЧТЕНИЕ		Раздел 3. ГРАММАТИКА И ЛЕКСИКА	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A1	3	A8	2	A15	2	A22	3
A2	1	A9	3	A16	1	A23	2
A3	3	A10	3	A17	2	A24	4
A4	1	A11	1	A18	3	A25	1
A5	1	A12	2	A19	1	A26	4
A6	2	A13	3	A20	4	A27	2
A7	1	A14	2	A21	3	A28	3

Раздел 1. АУДИРОВАНИЕ			
B1	246137		
Раздел 2. ЧТЕНИЕ			
B2	2761453	B3	573126
Раздел 3. ГРАММАТИКА И ЛЕКСИКА			
B4	wasconstructed	B11	happiness
B5	hadbuilt	B12	carefully
B6	oldest	B13	effective
B7	took	B14	responsibility
B8	children	B15	difference
B9	wouldchoose	B16	recyclable
B10	has		

Раздел 4. ПИСЬМО

Задание C1 (*Возможный вариант ответа*)

Krasnodar
Russia
May 15th

Dear Jessica,

I was so happy to get a new letter from you! Thanks a lot for all your news.

In your letter you ask me about teenage clothes in Russia. Actually, we don't have any special fashion for teens. Wearing baggy jeans and T-shirts is still very popular but teens like to add their own unique pieces of clothing. As for me, I enjoy a popular layered style and I usually wear denim jeans, bright T-shirts and open cardigans as they're very comfortable.

Anyway, write back and tell me about your tastes in clothes. What kind of clothes do you prefer? Do you follow any fashion trends? Do you enjoy wearing a school uniform?

Well, I'd better go now as I have to cook dinner. Take care and keep in touch!

Lots of love,

Marina

Задание C2 (*Возможный вариант ответа*)

Holidays are an essential part of our culture. Yet not all people understand the importance of their celebration. They consider any celebration to be a waste of time, which, in fact, is not true.

In my opinion, we should celebrate holidays because they help to keep up our traditions and to preserve our culture. In addition, it is a good chance to bring the family together and to meet all your friends and relatives. What is more, there is a special atmosphere behind each holiday and it is a good opportunity to make people happy. As for me, I like the spirit of a holiday and always try to follow the traditions connected with it.

Nevertheless, not all people enjoy celebrations. They are not interested in ancient traditions and only regard holidays as additional time off work. They also believe that holidays are just an excuse for spending money or making it.

Actually, such attitude is wrong. I believe it is very important that traditions do survive in the country as they help to define who people are. Of course people spend lots of money on presents. However, it is not only the present that counts, but also the fact that people greet each other and share the joy of the day.

To conclude, I want to say that holidays help to bring generations together. Personally, I enjoy celebrations. For me, a holiday is not just a day off but a special occasion and I usually prepare for it beforehand.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

День 2

Задание 4.2

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1—6 и утверждениями, данными в списке A—G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

Now we are ready to start.

Speaker 1

My idea of a perfect friend is that it's a person who stays with you in ups and downs. A true friend is a someone who's always with you whether you need money or a shoulder to cry on. He or she is always there to support and help you without being asked. You'd really know your true friends when you are having a bad time in life. I think a perfect friend is also patient and doesn't get angry too quickly ... in short an ideal friend should be perfect with his or her friend. I have only two friends that I can really call "close friends". Others are just acquaintances.

Speaker 2

I would like to have a friend of the same height as myself because usually all my friends are shorter than me. Of course my best friend has to be fun to talk to and she must be a good listener as well. But most importantly, a perfect friend is someone who tells me I have something on my face if I do and doesn't just let me walk around with it there. A perfect friend is someone that I can trust, someone who is always with me. Unfortunately, I've never had a perfect friend. All my previous "friends" used to lie to me. But I think my family are my best friends.

Speaker 3

An ideal friend is a person who knows everything about you and shares all the happy and depressing moments of your life. When I cry, they simply cry with me. They are the ones who are totally caring and really understanding and they could help us in solving our problems. They cheer us up when we feel sad. They joke when we need to laugh. That's what I call 'perfect friends'. Nowadays, I don't know whether I have a perfect friend or not because people are changing. But that's OK as long as I am the one who is a perfect friend for my friends.

Speaker 4

A true friend is someone who is loyal, and brings out the best in you. They never hesitate and tell the truth no matter whether you've done a good or a bad thing and try to improve you because they love you and care for you and would never ever let you down as they are your true friends. A true friend would never go behind your back and do something shady. In short, a perfect friend is someone who never talks behind your back no matter what... that hurts me most!!

Speaker 5

Well, my best friend doesn't really comfort me when I'm upset over bad grades at school ... she takes an easier way out and tickles me instead. She's rather short-tempered and often

fight over little things, storms away ... but returns an hour later with a chocolate cake and an apology. She appears visibly bored with my constant chatter but surprisingly, recalls even the most insignificant detail of what I've said. She has a weird way of showing that she cares for me, but the bottom line is, she does care a lot! I think that my best friend is my perfect friend for that simple reason that she's "not-so-perfect"!!

Speaker 6

It's great to have true friends! They love and care for you, they will always listen to you and stand by you. True friends are honest and loyal; they will never betray you or hurt you. What really matters is that a close friend is there for you no matter what. Friends come and go, but a true one will never leave you in any situation. A perfect friend is someone who is always there to catch you when you fall, someone who you can have fun with. Well, as for my experience, all my friends leave me because they migrate to different places where it is hard to stay in touch.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.4

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1—6 и утверждениями, данными в списке A—G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

Now we are ready to start.

Speaker 1

I've learnt from first-hand experience what winter is like, I've seen places I've heard of or learnt about at school, places I've read about in books or seen in the movies. Now I know what it's like to travel by air, sea and rail and, of course, by road. I can say I've interacted with people in Europe, Asia, North America, South America and in the Middle East. I have tried their cuisine and I have seen all the wonders of the world. And I would say that travelling helped me gain new experience and lots of knowledge about the world we live in.

Speaker 2

Lots of people believe that travel broadens the mind. In fact, it can sometimes confirm people in their own prejudices. A friend of mine went to Cyprus and when he came back, he complained bitterly that he could not find English food and everything was so foreign! If one travels with that kind of attitude, small wonder one never learns anything about other places and people. Today many people travel not in order to learn or broaden their mind, but to 'have a good time' and usually on their terms. I think travel can broaden the mind; but only when there's room in it to expand.

Speaker 3

I've just got back from a trip to Japan and what I learned by just being there is more than I've ever learned on the Internet. There are so many opinions and I found that whatever people had to say about Japan was radically different from my own experience there. Talking to some locals, I learned more than school, or Internet could teach me. Travel lets you see other people's lives, cultures, customs and traditions from different parts of the world. Travel educates you and makes you knowledgeable. I think that people who never leave their countries are narrow-minded and ignorant.

Speaker 4

I don't feel the need to travel anywhere as much I did when I lived in Europe. Canada has a lot of the things I'm looking for: beautiful scenery, quiet places, no beaches full of people

with horrible accents demanding fish and chips, nice weather in the summer. I don't like hot places, so there isn't really anything I'm missing. I love my house and I don't like leaving. Seriously, I love hanging on the sofa. My life's pretty full these days, so when I have the chance to do nothing but lay around with the hounds, I'm as happy as a clam.

Speaker 5

I feel sad for those people who have never travelled outside of their own hometown. There's a whole world of different cultures to meet out there, ninety-nine per cent of which you can't have by just sitting in the living room in front of the TV. When you travel to other countries you can see, feel and touch other ways of living. Some places will shock you, others will please you, but you will never be untouched by experiencing other cultures. You will then appreciate your own life and see things in a different way. You learn and start thinking and perhaps it will change you forever.

Speaker 6

I've been lucky enough to work all around the world and I have to say it has enlightened me in so many ways. The thing for me is that you have to meet people. Why travel if you're just going to hang out with the same people? For me, learning how other people think, what they do, what's important for them and how they live is the 'mind-expanding' side of travel that I enjoy. It's useful because it puts into question all of the habits and beliefs that you take for granted, and shows us that all lifestyles and points of view are equally valid.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

День 3

Задание 4.2

*Вы услышите разговор друзей. Определите, какие из приведённых утверждений 1—7 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**). Обведите номер выбранного вами ответа. Вы услышите запись дважды.*

Now we are ready to start.

Kelly: Hi, Alex. Alex? Are you sleeping?

Alex: No, I'm not sleeping, just thinking.

Kelly: About what?

Alex: Well, I'll be going back home to visit my family for a couple of weeks.

Kelly: That's great. It's been quite a while since you've seen them, hasn't it? So, you must be thinking about how happy you'll be to see them again.

Alex: Yes, that's true. But I'm also thinking about what kinds of gifts I should bring back from England for everyone — my brother, my sister, her husband and son, and of course, for my parents.

Kelly: Of course, you want to bring back some traditional things, don't you? How about a "Dumbledore"-style kite? You once mentioned that your nephew is fond of collecting kites.

Alex: Hey, that's a good idea! You and I had a lot of fun flying Wizard kites together. I'm sure my nephew would get a kick out of flying an English-style kite, too.

Kelly: Great! You could also bring back some toy soldiers from the Royal Ceremonial Collection.

Alex: Kelly, you're a genius! Royal Guard soldiers are not only very colourful, they represent English traditions too! My parents will really like them. Okay, now I have to think of something to buy for my sister. That's a tough one!

Kelly: Don't be so pessimistic, Alex. Does she like drinking tea? You could bring back an English teapot.

Alex: Of course! Another great idea! How do you think up the ideas so easily, Kelly? Now the toughest people to shop for — my brother and my sister's husband. What in the world could I bring back for them?

Kelly: Didn't you tell me that your brother is studying English now?

Alex: Yes, that's right. He hopes to come to England after he graduates from university.

Kelly: So why not buy him a DVD so that he can watch a film in English?

Alex: Sure, he'd love that. He's crazy about 'Harry Potter' film series, so he can have fun and learn at the same time! You amaze me, Kelly.

Kelly: Geniuses always do that! Okay, now for your brother-in-law. I think you're on your own there!

Alex: Well, I could just get him an "I've been to London" T-shirt.

Kelly: That's a great idea!!

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.4

Вы услышите разговор соседей. Определите, какие из приведённых утверждений 1—7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды.

Now we are ready to start.

Fred: Well, James, I've got to admit you have a beautiful backyard. How do you do it?

James: Oh, it does take time and patience. But I've also got a few secrets...

Fred: OK, OK, what do I have to do to make you reveal your secrets? You know if I had the money, I'd just hire a gardener.

James: No, Fred, you needn't do that. I'd never hire a gardener. Working in the yard is the greatest form of relaxation that I know of. It's so relaxing to hear birds singing!

Fred: You're kidding, right?! I don't have any birds in my backyard.

James: That's not a problem. If you want the birds to stay in your backyard, then you must provide shelter for them. A birdhouse can be a cheap and easy way to do this.

Fred: I don't think I'll be able to make a birdhouse myself and there are no shops selling them either.

James: Then you can try limiting the amount of grass you have in your backyard. Most song birds don't like grass, but prefer shrubs and trees. It's good that you've got so many trees!

Fred: I would have never planted so many trees if I had known how much work they'd require.

James: You see, that's your problem. Your attitude is all wrong.

Fred: Excuse me. My attitude is wrong? What does attitude have to do with gardening?

James: You've got to love working in the backyard — that's my secret!

Fred: Love working in the backyard? What! What kind of secret is that? I expected some special lawn mower, or a special type of gardening tools.

James: No, any lawn mower or tool will do the job. It's all in the mind.

Fred: So you think that if I had a better feeling about my work in the garden, everything would be wonderful and I'd have a beautiful lawn and healthy plants like yours, right?

James: ... yes, yes that's it. You've got it!

Fred: To tell you the truth, I think you're crazy!! On second thoughts, I think I'll just pay a gardener.

James: Ha-ha, that won't work.

Fred: Why not?

James: Because he has to enjoy his gardening...

Fred: Please, James, thank you very much for your advice. But, don't start it again!

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

День 5

Задание B1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1—6 и утверждениями, данными в списке A—G. Используйте каждое утверждение, обозначенное соответствующей буквой, 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.

Now we are ready to start.

Speaker 1

Well, my favourite leisure pastime is rather unusual. You see, I live in the country and for me there is nothing better than riding on horseback on a hot sunny day with a little breeze. There is no one around and you can enjoy freedom from almost everything and everyone. No matter what mood you are in, you can always find happiness. I've been riding for fifteen years now and I can say that it's an amazing feeling to be so far off the ground and to be able to run so fast or to walk so slow. It's very peaceful and relaxing at times but can also be an adrenaline rush.

Speaker 2

I am fond of crafts. I love making different items from wood and then painting them. I usually give them away just to make people smile! I also enjoy sewing, especially making doll clothes for my daughter. All these things relax me, not to mention that I get a bit of satisfaction from having made something useful. I love making gifts for my family and friends. I prefer making something personal rather than spending time in shops trying to find a present that no one else would think of. I wish I had more time and space to do it.

Speaker 3

I don't really have any leisure activity just because I don't have much time for leisure. I come home after work and just relax in front of TV or read a good book. I used to love drawing while I was growing up. I could get lost in drawing, using just a pencil. I still have some old pictures I've drawn and they are like old familiar friends. I stopped drawing when I started a job in graphic design. Now, I don't even have the desire to draw. Maybe I'll pick it up again when the kids grow up.

Speaker 4

I can't say that I'm fat but I am really concerned about my weight because diabetes runs on both sides of my family. That's why I have to exercise in my free time so that disease doesn't set in. I ride 7 miles a day around the town I live in, up and down hills, mostly in fifth gear. I like it because it makes me feel energetic, helps keep my weight down, strengthens my legs and keeps my heart in good condition. I am a pro wrestler and for me breathing is a must. Riding my bike helps with that breathing process.

Speaker 5

In the evenings I usually read a good book that takes me away from everything and puts me in a different world. But at weekends I love to explore the underground. It's like climbing and hiking, all in one... but it's in the dark so that adds another level of complexity I really enjoy. You have to use your brain in conjunction with your body to manoeuvre through difficult situations. It's great! Besides, like in most extreme sports, you depend on your fellow cavers. You have your life in their hands and vice-versa. This forms a close bond between us. I suppose that attracts me most.

Speaker 6

I have only one favourite pastime. Every day I come home, lie on the sofa, turn on TV and just relax. What do I watch? It doesn't matter. Anything from soaps to football matches. My TV set is my best friend and I am usually very annoyed when someone calls or turns up at the very interesting moment. The only problem is that I have put on a lot of weight. I can't help eating crisps, sneakers and other snacks while watching. My friends say I'm a couch potato. So what? I like it that way.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1—A7

Вы услышите разговор друзей. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Mike: Well, Jane, we've only got two weeks left before the run so I really think we have to finalise the route of the race today. And the prizes, have they been sorted out?

Jane: Yes, Mike, all done. Fiona's in charge of them. Now, how many runners do you estimate will register for the race?

Mike: Well, it's hard to say what the final number will be — at the moment we have 150 applicants but I fully expect there will be 200 by the race itself. Christopher said he thought we'd have 250 by next weekend but I think he's being overoptimistic. Let's say we'll have about a couple of hundred at the most.

Jane: Fine. I'll make a note of that. Now, where do you think we should have the first aid tent?

Mike: More importantly surely, where will the starting line be?

Jane: I think you have to start somewhere that has a place to warm up. How about the Town hall as the car park there is big enough for the runners to do their exercises.

Mike: Actually, that's a good point. Let's start there and then we could have the first aid tent nearby, either in Midsummer Park or even in the garden of the Mayor's residence, if he can be persuaded to give his permission. Personally, I don't think he is the most charitable Mayor the town has had.

Jane: I don't think you are being very fair. Anyway, the caterers thought the park could best be employed as the refreshment area as there are plenty of places to sit down. You know and there are permanent wooden tables and benches there.

Mike: You've really got on with organising this event, haven't you? But look, we should have another first aid tent somewhere on the route in case the runners have problems. A half way point — the library or the station park. The railway, not the police station!

Jane: You're probably right! But we don't need a big tent, just a first aid point and yes, the train station car park would be perfect. Err, ... do you think the athletes need some-

where to take a break if they are feeling weary? We could use the entrance to the library. It's ideal as it has such a huge portico where the athletes could relax in the shade.

Mike: Good idea.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

День 7

Задание 4.2

Вы услышите рассказ знаменитой теннисистки. В заданиях 1—7 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

Now we are ready to start.

When I'm stopped on the street, people often want to tell me that they've never forgotten my match against Bobby Riggs in 1973. Every single day of my life, people come up to me and say, "I remember watching you play that match, and win." Men, especially, tell me this. It's amazing. They say, "I have a daughter now, and she's ten years old. I'm raising my daughter differently because of seeing you play that match." They really insist that their daughters and sons have equal opportunities. It's been a huge shift in attitude. These men are so different from their fathers and grandfathers.

My parents have always been the biggest inspiration in my life. They worked three jobs so that my brother, Randy, and I could pursue our athletic dreams as kids. They taught us great lessons, which are particularly relevant today, with the economy the way it is. My parents always said, "If you don't have it, don't spend it." When I was eleven and wanted to buy my first tennis racket, they didn't buy it for me. I had to work odd jobs to earn it. Their attitude was, "Let's see if you're really interested. Let's see if you have the focus." I guess I solved that one!

Actually, I don't have much free time but when I do have a spare minute, I enjoy reading. My favourite book is *Banker to the Poor: Micro-Lending and the Battle Against World Poverty* by Muhammad Yunus, the economist who won the Nobel Prize in 2006. It's great. He explains how he developed the Grameen Bank and how, through the concept of micro-financing, he was able to change a lot of people's lives. As soon as he gave out a small loan to different people, he began to visualize what that could lead to. He saw the potential. He is one of my heroes. That's what I try to do for tennis and other things.

The person I admire most of all is Julie Foudy, former Olympic soccer star. She walks into a room and just lights it up. We see each other every October at the Women's Sports Foundation dinner in New York, which brings together athletes from over 130 sports. She's energetic, bright, and possesses all of the qualities that go into leadership, which sports is a great venue for. Sometimes she'll just call me and say, "Help!" We should all ask for help when we need it, particularly when we're young—and, you know, when you need help. It takes courage to ask for it. With her energy and her leadership qualities, Julie can do just about anything. That's great!

People always think that being a great sportsman doesn't require any effort. They believe that success is easy. Absolutely wrong! Athletes must have a daily discipline of mind, body, and soul. They have to do it all as physical exertion teaches tenacity and will power. But you cannot just be "dead from the neck up." It is also a way of thinking, the mental side that often spells the difference between an average hitter and a good hitter and between a good hitter and a great hitter. Life is difficult sometimes. But every time I see a ball bounce, I think about bouncing back myself. It's a philosophy.

I don't only think about winning tennis matches. I also think about what I've done off the court. Everything I've done is trying to push the envelope, whether it's on or off the court, to create a more level playing field for others and to help people have a better quality of life. That's what I care about.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.4

Вы услышите речь президента США в связи с утечкой нефти в Мексиканском заливе. В заданиях 1—7 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

Now we are ready to start.

Good afternoon, everybody. I know it's a little warm out here so want to get started. I've just had a meeting with members of Congress and local officials, as well as Admiral Thad Allen, the National Incident Commander in charge of response efforts to the BP oil spill. Admiral Allen updated us on the latest efforts to stop the leak and mitigate the damage to the great beaches of the Gulf Coast.

I had the chance to visit Charlotte, a beach like Port Fourchon, which gives you not only a sense of what extraordinary efforts are being made at the local level, but also awareness of the damage that we're already starting to see as a consequence of this spill. Now, our mission remains the same as it has since this disaster began, since the day I visited Louisiana nearly four weeks ago. We want to stop the leak; we want to contain and clean up the oil; and we want to help the people of this region return to their lives and their livelihoods as soon as possible.

I just had a chance to listen to the Mayor of Grande Isle, our host here, telling us heart-breaking stories about fishermen who are trying to figure out where the next paycheck is going to come from and how they are going to pay a mortgage on their boats. And he says he is having to dig into his pocket at this point to make sure that some of them are able to deal with the economic impact. So this is something that has to be dealt with immediately, not sometime later.

On the day this disaster began we were already staging equipment in the event of a larger-scale spill. By the time we discovered the third breach, a week after the Deepwater Horizon platform sank, we had already stationed more than 70 vessels and hundreds of thousands of feet of protective boom on site. Today, there are more than 20,000 people in the region working around the clock to contain and clean up this spill. We've activated about 1,400 members of the National Guard across four states. Nearly 1,400 vessels are aiding in the containment and cleanup effort.

Right now, however, we're still within the window where we don't yet know the outcome of the highly complex top kill procedure that the federal government authorized BP to use to try to stop the leak. But our response will continue with its full force regardless of the outcome of the top kill approach because even if the leak was stopped today, it wouldn't change the fact that these waters still contain oil from what is now the largest spill in American history. And more of it will come ashore.

To ensure that we're fully prepared for that, I've directed Admiral Allen to triple the manpower in places where oil has hit the shore or is within 24 hours of impact. This increase will allow us to further intensify this already historic response, contain and remove oil more quickly, and help minimize the time that any oil comes into contact with our coastline. That means deploying more boom, cleaning more beaches, performing more monitoring of wildlife and impact to this ecosystem. What's more, we've stationed doctors and scientists across the five Gulf States to look out for people's health and then to monitor any ill effects felt by cleanup workers and local residents.

We have ordered BP to pay economic injury claims, and we will make sure they deliver. BP is the responsible party for this disaster. What that means is they're legally responsible for stopping the leak and they're financially responsible for the enormous damage that they've created. And we're going to hold them accountable, along with any other party responsible for the initial explosion and loss of life on that platform. But as I said yesterday, I ultimately take responsibility for solving this crisis. I'm the President and the buck stops with me. So I give the people of this community and the entire Gulf my word that we're going to hold ourselves accountable to do whatever it takes for as long as it takes to stop this catastrophe, to defend our natural resources, to repair the damage, and to keep this region on its feet.

America has never experienced an event like this before. And that means that as we respond to it, not every judgment we make is going to be right the first time out. Sometimes, there are going to be disagreements between experts, or between federal and state and local officials, about what the most effective measures will be. Sometimes, there are going to be risks and unintended consequences associated with a particular mitigation strategy that we consider. There are not going to be silver bullets or a lot of perfect answers for some of the challenges that we face. The bottom line is this: Every decision we make is based on a single criterion — what's going to best protect the people and the ecosystems of the Gulf.

I want to thank everybody in this region who's rolled up their sleeves and pitched in to help. One of the most powerful ways that you can help the Gulf right now is to visit the communities and the beaches of the coast. Except for three beaches here in Louisiana, all of the Gulf's beaches at this moment are open, they are safe and they are clean. And so a good way to help is to come down and provide support to the communities along the coasts.

To the people of the Gulf Coast: I know that you've weathered your fair share of trials and tragedy. I know there have been times where you've wondered if you were being asked to face them alone. I am here to tell you that you're not alone. You will not be abandoned. You will not be left behind. The cameras at some point may leave; the media may get tired of the story; but we will not. We're going to keep at this every day until the leak has stopped, until this coastline is clean, and your communities are made whole again. That's my promise to you on behalf of a nation. It is one that we will keep.

And I want to thank everybody here for the extraordinary work that they're putting in. You shouldn't underestimate how hard these folks are working on behalf of their constituencies. So thank you very much. Thank you, everybody. (*Applause.*)

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

День 10

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А—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.

Now we are ready to start.

Speaker A

Mrs. Tyson was my piano teacher from when I started school at the age of five, and she taught me right through till my last day of high school. She was an inspiration, and she made the piano one of my biggest passions. I also remember Mr. Suttle, who was my Science teacher for the last 3 years of high school. He made the subject come alive for us and was an

inspiration to everyone. I can't remember any bad teachers at school. Perhaps, there were few if any of them. Luckily, I was taught by really talented teachers.

Speaker B

My favourite teacher was Mr. Bonach, who really got me into reading. At first, he scared me a bit, but then I must say I learned a great deal with him. He was one of those people who I'd sit down and talk to just about the stuff going on in life. In class I was a student and he was a teacher. Out of class we were just two people sharing opinions. We disagreed in so many things but he had a way to make me see him as a great person. He taught me that it's ok to express my opinion. It's not that I hadn't done it before, but I was scared to do it at school.

Speaker C

My least favourite teacher at school was Mrs. Lampark. I had her back in the 11th grade for English. Actually, she wasn't a bad teacher. She never shouted at us although she was strict enough and never let us get away with incomplete homework. What annoyed me most of all, however, was that she used to talk to the students like we were children. She seemed to think none of us understood anything. It was so demeaning talking to her. I think she would have been much better at teaching 3d or 4th grades.

Speaker D

I loved all my teachers, even those who were not really knowledgeable or inspiring. But my favourite one was Miss Brady, my English teacher. She was Australian and had the best accent ever because it was like an English accent with a tinge of Aussie. It was really fascinating! My mates and I used to spend enough of our English lessons in a state of wonder. It's funny how my Mum once said that my English was improving when she was my teacher and then when she met her at school she understood why!

Speaker E

The teacher that made an impact on me was Mr. Peachy. He was my head of year in Upper school and my History teacher. He only had one eye and he used to scare the hell out of me when I first started to study his subject. But he was sound in the end and actually gave me more chances than I deserved. I used to skip school a lot to play football and he ended up sorting it out and helped me through it all so I could get time off to play. I was quite naughty but he liked me for some reason.

Speaker F

I hated American History. Our teacher gave us a huge list of vocabulary we had to learn by heart and I couldn't find those words even in the book he gave us. They were all in the book at school that he only had a copy of. It was so mind-numbing. Then for 2 weeks, he usually ranted about the dull notes he gave us, without even talking about things that were going to be in the test. He also gave us a weekly assignment to read a long article and to write about it. I had a C in that class and it was my lowest grade!

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1—A7

Вы услышите разговор друзей. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Jane: Hi. Ann. I've got great news! My parents are going to Russia on business and they are taking me, too. So, we'll stay in Moscow for a week!

Ann: That's great! I have always wanted to show you my native city.

Jane: What would you recommend us to see, in the first place?

Ann: First of all, you should visit the Kremlin, which is very impressive. Here you can admire ancient cathedrals and churches, the Bell Tower of Ivan the Great, from which you can get a fantastic view of the Kremlin and the city. Here you can also visit the Armoury and see the Tsar Bell and the Tsar Cannon, which are good examples of the early masters' work.

Jane: I know that the Kremlin was rebuilt several times, wasn't it?

Ann: Yes, it was. Originally it was built of oak logs, and in 1367 Prince Dmitri Donskoi built a wall of white stone around the Kremlin. Only a hundred years later tsar Ivan III (the third) built new walls and towers of red brick, as we see them today.

Jane: And where shall we go after the Kremlin?

Ann: If you leave the Kremlin by the Trinity Gate, you will come to the Alexandrovsky Gardens. There you'll see the eternal flame burning at the Tomb of the Unknown Soldier. There are always a lot of flowers in honour of the soldiers who died in World War II. From here you can easily get to Red Square, which is the heart of the city, and enjoy a wonderful view of St. Basil's Cathedral.

Jane: I think it'll be great. Are there any famous monuments in Moscow?

Ann: Of course, there are. In Red Square you can see a monument to Minin and Pozharsky, which is one of the oldest monuments in Moscow. And if you go down Tverskaya Street, you'll see a monument to Yuri Dolgoruky, the founder of Moscow, and a monument to Alexander Pushkin, a famous Russian poet.

Jane: Moscow is a city of theatre-goers and its theatres are famous all over the world. Is that so?

Ann: Exactly! And the best way to spend an enjoyable evening is to visit the Bolshoi Theatre, which is world-famous for its operas and ballets. Next to the Bolshoy Theatre there is the Academic Maly Theatre, the oldest drama theatre in Moscow. Moscow theatres are extremely popular with Muscovites.

Jane: Well, I see that Moscow is a very large city and it will take long to see its main sights.

Ann: Yes, indeed. I've told you about the main musts for the visitor. But there are a lot of other places which are no less interesting.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания А8—А14

Вы услышите интервью с автором детективных романов. В заданиях А8—А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Reader's Digest: Mr. Duffy, when did you first realise you wanted to write a detective novel?

Michael Duffy: When I was at college, I had a go at literary fiction but it never worked out because I just didn't have a subject I cared about. Then, when I turned 41, a friend of mine gave me a detective novel and I started reading crime fiction. I found I was gripped; something in the person I am responded to these books. And I thought to myself, 'Why not give it a go?' However, it wasn't until 2009 that I published my first novel.

RD: What especially attracts you in crime fiction?

Michael Duffy: I love the intensity in the work of Michael Connelly, for instance: he is such a clever writer. I was hooked by Connelly's character Harry Bosch because he's a policeman with a sense of vocation. I know a number of policemen like that, and I think that

passion for your work is something male readers in particular respond to. There are a lot of men who wish their job was just as all-consuming and fulfilling as fighting crime.

RD: *How long does it take you to write a novel?*

Michael Duffy: Usually about nine months in total. I have two stages: the first is the coffee-shop stage, where I sit down, order a coffee, make notes and plan. I do that for weeks before starting to write. The second is sitting upstairs alone and writing intensely. It blocks out the rest of the world and allows me to focus.

RD: We've read a huge number of Australian detective novels to make our choices for *Select Editions*, and 'The Tower' impressed us with its authentic plot and setting. How did you create this strong sense of place?

Michael Duffy: I tried to do it through the narrative voice, and it was quite a challenge! In my experience, Australian police are fairly laconic, on the job and when they're talking about what they do. They're rather dry and pragmatic. If I'd internalised their voices in the book, it wouldn't have worked, it would have been too undramatic. So I had to create a new voice for the book that was Australian but compressed.

RD: Your next novel is also about Nicholas Troy, isn't it?

Michael Duffy: Yes. 'The Tower' is the first in a series of crime novels about Sydney. I call it the city of sharks. The sunlit surface is bright and glittering, but predators swim just beneath it, ready to snatch something on the surface they like the look of. This is a beautiful place but it can be a hard one because of crime. In 'The Simple Death' a man falls off a ferry and dies and an elderly lady dies after a long painful illness. Could these two deaths be linked? It is this investigation that occupies Troy's time, but he is also being troubled by a few other events in his life. He thinks a lot about the choices he makes in his work and his life, and tries to do his best. This novel is a sophisticated but hugely entertaining mystery, with a plot ripped straight out of tomorrow's headlines.

RD: Has writing about crime disillusioned you at all, or made you cynical, over the years?

Michael Duffy: Writing about real-life crime can be depressing because you have to focus on the criminal aspects. But I'm never depressed when I'm writing a crime novel, because I'm engaged with the story and it's really captivating. As readers, we don't expect realism from detective fiction; we're interested in the battle between good and bad. Some of the most important stuff in the life of the characters is actually arguments with their superiors, and problems with their day-to-day work. There's a specific structure in a detective novel that we expect to find, just as we do in a symphony or other classic works of art. And it's satisfying! Although nobody expects detective novels to end happily, we always find out who has committed a crime, whereas in real life, unfortunately, we often don't!

RD: Are there any more cases for Nicholas Troy to solve?

Michael Duffy: Of course there are. I'm currently working on a new novel, and I have no plans to stop writing.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

День 12

Задание 4.1

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.

Now we are ready to start.

Speaker A

Monarchy sounds pretty cool ... a King, Queen, Prince or Princess, royal ceremonies and weddings. But when it comes to making important decisions, the fate of the country is left to chance. Monarchy is having one person with absolute power and that person can overrule any decision! Is it fair if your family has worked hard for three generations and then someone comes in and takes away everything you have? If you have a bad king or queen, you are in big trouble for a long time because you can't vote out a monarch.

Speaker B

Who needs democracy nowadays? The politicians misuse the rights given to them. On the contrary, monarchy, if used right, could be very effective. It works very well because the monarch can really get things done as he has no congress or parliament to convince to do things his way. The monarch acts like a president, but he has years of experience to add to the role of government adviser, having worked with many political parties over the years. My country is ruled by the monarchy. The Prince and Princess are nice people and they've done a lot for our country.

Speaker C

In reality, there are a lot of people who feel that monarchy is an expensive anachronism. In the UK, the monarchy is not nearly as costly to the taxpayers as some people think it is. They make far more money for Great Britain than they receive. The tourist trade became huge in the last century; much of it made from the Royalty. The Royals also raise enormous amounts of money for charities by being patrons of them. Besides, we do not have to elect a president, and this alone saves a lot of money. I'm sure Britain would be far less well-off as a republic.

Speaker D

The monarchy is thousands of years old and it is steeped in tradition. One can say that monarchy is a bit outdated but it does have lots of advantages. Firstly, it attracts plenty of tourists, who love visiting Britain because of its rich cultural and historic heritage, which is mostly due to the Royals. Everyone loves the Royals and they want to see Buckingham palace. Did you see how many people were present at the wedding of Prince William and Princess Kate? Abolishing the monarchy would be the same as knocking down the Tower of London.

Speaker E

The most well organized nations in Europe are all monarchies. I don't think this is a coincidence. I think having a neutral monarch provides strength and unity in the country. The monarch provides a sense of continuity in times of political and social change. While political parties change constantly, the sovereign continues as Head of State, providing a stable framework within which a government can introduce wide-ranging reforms. And at least one part of the government is always there. Elected parties come and go, but the monarch is always there to ensure that the elected government is put in place.

Speaker F

I would say most of us are a bit indifferent in our opinions on monarchy. Having never lived under a monarchy, we mostly don't have sufficient experience to really know what it's like to be under a monarch. However, I can't see any significant difference between a monarchy and a republic. Most of the western European republics are almost no different in constitution from monarchy, except that they have a president instead of a king or queen to do formal stuff like summoning and dissolving Parliament, calling elections, and appointing the Prime Minister. So from a governmental point of view, there's absolutely no benefit.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.2

Вы услышите разговор друзей. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Kate: Hi, Pete — I just wondered if you fancied coming out for a coffee.

Pete: Oh, I was just writing a letter.

Kate: Writing a letter! Is your phone out of order?

Pete: No ... well, not exactly a letter. Ben's applied for a job at a children's summer camp, and they've asked me for a character reference. He must have put me down as one of his referees.

Kate: Oh dear — you're not going to tell them the truth, are you?

Pete: What do you mean?

Kate: Well, that he's a big-headed show-off who goes out every night and never does a day's work.

Pete: Oh, come on, he's not that bad — I mean, kids love him. Do you remember the birthday party that he arranged for his little brother last month? It was really fantastic! And he always entertains his brother's friends with his magic tricks and silly jokes.

Kate: Oh yes, he's great with children — but he's a big kid himself, isn't he?

Pete: Yes, I suppose he is a bit immature. You never know what he is up to.

Kate: And I hope they don't expect him to work before four o'clock in the afternoon. You know what he's like — he needs a bomb under him to get him up in the morning.

Pete: That's right. He's always late in the morning.

Kate: Also, he hates taking orders from anybody. Do you remember that job he had last summer in a restaurant? He ended up throwing a bucket of water over the chef when she asked him to wash the kitchen floor.

Pete: Oh no, don't remind me. He won't do anything he doesn't enjoy, will he? Mind you, he did run that restaurant single-handed when the chef and two of the waiters were off sick with food poisoning.

Kate: That's true. He's good in a crisis. But having said that, he's good at causing a crisis as well — I mean, you know the food poisoning was his fault, don't you?

Pete: Oh, yes — oh dear, this isn't helping. Yet I think he could...

Kate: Hey, do you think he's still got blue hair?

Pete: Well, his appearance is rather strange but kids find it rather attractive. Come on. Let's go and get that coffee.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.3

Вы услышите интервью с ученым. В заданиях A8—A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Question: Doctor Dibb, what is ARCTAS?

Answer: ARCTAS stands for the Arctic Research of the Composition of the Troposphere from Aircraft and Satellites. It is part of the activities that are going on under the umbrella

of the International Polar Year about every 40 or 50 years. 2008 and 2009 are two of those years when this is occurring after the last ones were in the 50's. This is the time when the international community comes together and focuses on polar aspects.

Question: Why should we study the Arctic?

Answer: It's generally a very clean region because nobody or very few people actually live there, but there's a lot of pollution that is imported into those areas and transported there. So our main goal is to see how it is getting transported, where it is coming from and what impact it might have on the regional climate in the arctic region.

Question: Why don't you use satellites to get this data?

Answer: The satellites do a good job of staying there for several years so they do provide us a long-term view of things. They also cover a lot of territory so they are more global in nature, but they don't do a very good job in terms of the details. They don't measure a lot of things that we need to know in order to understand the system, in order to be able to model it and to forecast or predict the changes in the future. So a lot of detailed observations we will be doing using airborne platforms are really not possible from satellites. But there is a second aspect. Things that are measurable from satellites require a lot of validation, because a satellite is really an indirect measure of things.

Question: How does this study relate to climate change?

Answer: Given the recent loss of Arctic ice in 2007, which was unprecedented, this is a fortuitous time for us to be here looking at climate change in the Arctic. We're particularly interested in the atmospheric contribution to that so in the spring we're looking at what is traditionally been described as Arctic haze. Besides, this Arctic haze has components that come from pollution transport from mid-latitude locations such as North America, Europe and Siberia.

Question: So, are you looking at how carbon dioxide is related to climate change?

Answer: We're not only looking at carbon dioxide, which is the most recognizable greenhouse gas, but also at methane, and CFC's and ozone, even more importantly. Ozone is a greenhouse gas that's not emitted by pollution but is created by the chemistry of pollutants as they're transported to the Arctic. Trying to understand those things is an important part of this campaign.

Question: What recent changes in the Arctic have made the ARCTAS mission really important?

Answer: One of the things that has been of great interest in the last few years is why the snow and ice are now melting earlier in the year and freezing up later and, clearly, the air is a little warmer. There's also speculation that the dirt and the black carbon that is in the Arctic haze that's deposited just as the sun is coming up may actually change the reflection of the snow and hasten the melt season. So where is this black carbon coming from? Is it increasing or decreasing over time? And does it have a measurable effect on the reflection of the white surface as we come out of the winter in the Arctic? These questions are a major motivation behind ARCTAS.

Question: What is your field of study and how does it relate to the ARCTAS mission?

Answer: We have a lot of similar issues, like where the air comes from that gets to a place like Greenland and how it gets out of the atmosphere, and onto the ground. Recently we've discovered that there's very active processing of the snow when the sun shines on the snow, a lot of complicated chemistry happens that nobody knew about 10 years ago. I'm actually studying snow and air samples in Greenland to better understand ice core analyses that have been done by other folks in our group and in other areas of the world.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

День 15

Задание В1

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.

Now we are ready to start.

Speaker A

Located at the foot of Dragon Mountain, Pinocchio restaurant can accommodate up to 60 people. Our family owned restaurant serves both Asian and European cuisines and have been in business for over ten years! We offer flexible breakfast and a special menu for lunch. Our guests will be surprised by a pleasant dinner with the gentle light of candles in a quite romantic atmosphere. You are also welcome to enjoy your desert or drink on the terrace, facing the valley and providing a fantastic view of majestic mountains.

Speaker B

From seafood to pasta, Millennium restaurant has all of your favorite dishes and some that are sure to become your new favorites once you try them. The restaurant is home to our spectacular Crystal Ball Room, where we feature special buffets for holiday events. We offer top-quality catering service to help make your next party a success. No matter whether you have a small group or a big get-together, you will be able to enjoy all of our delicious food items through our buffet style catering services.

Speaker C

Whether you want a delicious home-styled breakfast, a specialty sandwich for lunch or a warm, hearty dinner, *Tropicana* restaurant is the place to be. Friday and Saturday nights are extra special as we have a pianist in our lounge for your listening enjoyment. Children are given special attention at our restaurant. We have puzzles and coloring books to keep them busy while they wait for their meal to be prepared. Please join us for what will be a fun and memorable dining experience. We look forward to seeing you soon.

Speaker D

Our restaurant features several colorful details that are visible from the restaurant terrace, such as an aquarium with live fish and an open grill in which we prepare meat dishes. These details are proof of the rich offer that the restaurant has and an invitation to enjoy offered delicacies. A visit to this luxurious restaurant becomes a memorable gastronomic experience for every guest. Just a single look at our meals makes it evident how much love and passion our top professional chefs invested in their cooking to bring you all of the food dishes that you love.

Speaker E

Harvest's inviting interior was designed by acclaimed award-winning designer Lori Carroll. Harvest features fresh salads and soups, seasonal seafood, as well as several dishes using local grass-fed beef and handmade pasta. All ingredients are served fresh and only featured at their peak times throughout the year. Our menu changes seasonally to take advantage of our local farmers' crops, some of whom exclusively grow for Harvest's menu. We also take one step further by offering seasonal cocktails using only fresh squeezed juices and freshly muddled ingredients.

Speaker F

We are happy to welcome everyone at our restaurant that offers all of the traditional comfort foods made with that homemade touch. If you liked grandma's meatloaf and mashed potatoes, you'll love the food down here. When you visit our restaurant, you will be treated like a member of the family. From the time you walk through the front door until

the time you are ready to leave, our waiters and waitresses will give you the friendliest and most attentive service. We love people and want everyone to have as enjoyable an eating experience as possible.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1—A7

Вы услышите разговор менеджера гостиницы с клиентом. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

The manager: Good afternoon, Marina Beach Hotel. May I help you?

Mrs Ryefield: Yes. I'd like to book a room, please.

The manager: Certainly. What dates would you like?

Mrs Ryefield: I'd like to come on the 4th of September. That's Sunday.

The manager: I am sorry we are fully booked until the 15th of September, and the nearest Sunday will be September the 18th.

Mrs Ryefield: I am afraid it's rather cool at the end of September.

The manager: Not at all, madam. The average air temperature in September is 28 °C and the sea is good for swimming.

Mrs Ryefield: OK, I'll have to change my schedule. Let it be the 18th of September.

The manager: How long are you going to stay?

Mrs Ryefield: For two weeks.

Receptionist: What kind of room would you like, madam?

Mrs Ryefield: I'd like a single room with a bath. I'd also appreciate it if you could give me a room overlooking the sea.

The manager: Certainly, madam. I'll just check what we have available... I'm afraid our single rooms are fully booked. Would you take a double room? We have a room on the 4th floor with a really splendid view.

Mrs Ryefield: What are your rates for a double room?

The manager: Would you like breakfast, half board or full board?

Mrs Ryefield: I think half board will be enough.

The manager: If you stay in a double alone, it's 84 euro per night excluding VAT.

Mrs Ryefield: And if I come with my husband?

The manager: Then it's 110 euro per night for a double room with half board.

Mrs Ryefield: I think I'd better take a double room for me and my husband.

The manager: That's fine. Who's the booking for, please, madam?

Mrs Ryefield: Mr and Mrs Ryefield, that's R-Y-E-F-I-E-L-D.

The manager: Okay, let me check your booking: Mr and Mrs Ryefield. A double with a bath for 2 weeks starting from September the 15th. Is that correct?

Mrs Ryefield: Not exactly. The starting date is September the 18th.

The manager: Sorry, madam. I've got it. How will you be paying?

Mrs Ryefield: By credit card. The number is 2073 0905 0732 8914.

The manager: Expiry date?

Mrs Ryefield: July next year.

The manager: Thank you, madam. Let me give you your confirmation number. It's seven-five-seven-double six-eight-five (7576685). I'll repeat that: 7576685. Thank you for choosing Marina Beach Hotel and have a nice day. Goodbye.

Mrs Ryefield: Thank you. Goodbye.

You have 15 seconds to complete the task. (Pause 15 seconds.)
Now you will hear the text again. (Repeat.)
This is the end of the task. You now have 15 seconds to check your answers.

Задания А8—А14

Вы услышите интервью с экспертом по окружающей среде. В заданиях А8—А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Reader's Digest: In your new book, you criticize your fellow environmentalists, using such words as “outdated” and “too tradition-bound.” Why?

Stewart Brand: To understand why I'm critical, you have to remember that at the beginning of the environmental movement, back in the 1970s, the green credo was built on three “antis”: anti-nuclear power, anti-genetically engineered crops, and anti—densely populated cities. But the world has changed radically. Today we're faced with the threat of catastrophic global warming; and the application of technology is our only chance to reverse this greenhouse devastation. As a result, some fundamental green ideas have to be re-examined and rethought.

RD: Let's be specific: Which ideas are you talking about?

Stewart Brand: Take, for example, the once sacrosanct ideas that nuclear power and genetically engineered crops are bad. That simply doesn't make sense anymore. We now have a number of exciting and maturing technologies to address the challenge of climate change, including advances in nuclear power generation and the creation of genetically engineered crops that use less energy and less water.

RD: So, how would you describe the current state of the environmental movement?

Stewart Brand: There's a battle going on right now. A fair number of people are gradually going from being antinuclear to being cautiously pronuclear. Of course, many greens, especially in Europe, are still against transgenic crops. But I've talked to others who are not as worked up about technologies like synthetic biology. In short, everything is in flux. For instance, in the past, nobody wanted to talk about finding ways to make coal less dirty. But now that our backs are against the wall, we've got to look at every possible way of making energy cleaner.

RD: You've said that the opposition among greens to the genetic management of agriculture is the biggest mistake the environmental movement has ever made. Do you still stand by that sweeping statement?

Stewart Brand: Absolutely. We did active harm, especially in Africa by promoting a form of anti-science. We told people in the developing world, “Pay no attention to the scientists who say that transgenic crops are not only okay but also more productive, more sustainable, and actually good for the environment.” And we had no right to say that. After all, we are the people who base our arguments regarding global climate change on scientific data, and yet when the science didn't suit our preconceived notions, we abandoned science. That's not good.

RD: What's been the reaction to your proposals on genetically modified food?

Stewart Brand: Well, I'm a little surprised that food activists haven't come over to my way of thinking. The local growing of organic food is absolutely fantastic in a country where the major nutrition problem is obesity. However, that's not the major nutrition problem in most of the world. What's needed is volume. The second green revolution is in the next set of good technologies in agriculture. Not only of higher yield, lower cost, cheaper food, better distribution, but also environmentally green in terms of climate.

RD: Let's talk about nuclear energy, which you now advocate. How practical is that? It creates all that dangerous waste, and we have no way to dispose of it.

Stewart Brand: Air pollution from coal burning is estimated to cause 30,000 deaths a year from lung disease in the USA and 350,000 deaths in China. A one-gigawatt coal plant produces seven million tons of carbon dioxide, all of which immediately goes into the atmosphere, where no one can control it. Using a nuclear reactor to generate one gigawatt a year requires only about 20 tons of nuclear fuel. It's true that nuclear reactors create 20 tons of nuclear waste, but they create absolutely zero carbon dioxide.

RD: That still doesn't address the question of what we do with all the spent nuclear waste.

Stewart Brand: Right now, that nuclear waste is carefully monitored by the government. By contrast, the millions of tons of carbon dioxide that go into the atmosphere from a coal plant are neither controlled nor retrievable. One new thing in spent nuclear-waste storage that's come along is the so-called borehole technology. The idea is you dig a borehole three miles deep. You can drop spent fuel rods down the borehole, pour in some concrete, and forget about the whole thing. And then there's a breakthrough in nuclear technology that's just over the horizon. I mean fourth-generation reactors that can reprocess the spent nuclear fuel.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

День 17

Задание 4.1

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.

Now we are ready to start.

Speaker A

Holidays are becoming more and more commercialised. People buy and give loads of gifts and quite a lot of them are useless. That's because people feel the need to please their friends and relatives by giving them something but they don't have time to think of a useful gift. As a result, people get loads of unnecessary stuff, which later they want to get rid of. As for me, I never buy my men anything. Instead, I cook them something sweet such as chocolate truffles, cookies, brownies or cupcakes. I prefer to show my love and affection with something from "me" rather than a store-bought gift.

Speaker B

I don't usually give gifts, but if I do, I make sure I know the person very well. So, I just buy them something they really need, not just something that would remind them of me. It doesn't matter whether the gift is sentimental or not, I just buy them something practical. Say, my father loves eating so I am spotting a running watch for I believe he needs it. And my parents gave me a portable typewriter when I was about 8, which I used for about 20 years, I think. That was a really good present.

Speaker C

I believe people need to give and receive presents as gifts are a physical representation of relationships between people. Moreover, gift-giving offers people a chance to create lasting social networks as most people will probably feel the need to return the "gift" with a socially appropriate response. In short, gift-giving is a social way to bring members of a com-

munity closer together. It is also a way to correct missteps, recognize special relationships between people, and mark important cultural events such as holidays or birthdays. So, gift-giving is an important form of mutual communication.

Speaker D

A gift is something you give to a person without any obligation. Gift-giving should make us feel good as well as making the receiver of the gifts feel good. I remember my brother gave me a year's subscription to the National Film Theatre when I was 16, and that was a really valuable present. There were no videos or DVDs in those days, so the National Film Theatre was the only place to go to see the old films that I liked. I felt great and so did he. Giving gifts shows your affection and appreciation, and I believe this is what the world needs.

Speaker E

I really don't get the "how much are they worth" questions in regards to what gift, if any, to bring. The suggestion that some people have to make sure your gift will cover the cost of your dinner if you go to the reception makes no sense to me. Don't get me wrong, I'm not saying you should buy cheap gifts, but I'm just a fan of getting people presents that I think they'll like, without breaking the bank, regardless of whether they have a sit-down dinner reception or a cake-and-punch reception.

Speaker F

I really can't say what kind of presents I prefer. I enjoy books and DVDs, and stuff like that. However, the most pleasant present for me is always the presence of my friends at my birthday party. Since my birthday is in the middle of the summer vacation, I'm alone most of the time on that day. Some of my friends are still abroad, and others are just about to be leaving on a holiday trip. So, whenever there is someone to celebrate it, I'm very grateful. I like to have just one day when people focus on me and I have real fun.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.2

Вы услышите разговор оператора топливной компании с клиентом. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Jenny: Hello, may I speak to Mr. Adams?

Mr. Adams: This is Mr. Adams speaking.

Jenny: Hi, Mr. Adams. My name is Jenny Shields and I am calling from Walker's Oil Service. How are you today?

Mr. Adams: I'm fine, thanks.

Jenny: As you may or may not know, Walker Oil is one of the oldest and best-known oil companies in Massachusetts. It has already been on the market for 10 years with a reputation for high-quality oil, excellent maintenance service, and timely delivery.

Mr. Adams: That's great! And what is the purpose of your call?

Jenny: We are looking for new customers. Mr. Adams, could you tell me whether you use oil, gas, or electric heat?

Mr. Adams: We use oil heat but my wife wants to change it for gas heat.

Jenny: I don't think it's a good idea! Oil burners are fuel-efficient and they are work-horses. However, they do need regular maintenance to prevent costly fuel bills. Could you please tell me if you have had your burner inspected or cleaned in the last six months?

Mr. Adams: I don't really recall the last time we had the burner checked. Maybe last year.

Jenny: I would like one of our service people to stop by so that you can take advantage of our free inspection and cleaning. Is Wednesday afternoon at 2:00 p.m. a convenient time for you?

Mr. Adams: You know, my wife and I are on a fixed income and we really can't afford to explore trial offers at this time.

Jenny: I completely understand, Mr. Adams. Walker Oil is known for delivering efficient and affordable solutions for home heating. In addition, you will also save a lot of money each year on your fuel bills with our free annual cleaning and inspection service.

Mr. Adams: My burner seems to be working just fine.

Jenny: Mr. Adams, do you remember how cold it was last winter? Fuel prices skyrocketed and many people had burners that broke down during the coldest weeks of the year. With our free annual inspections, you never have to worry about breakdowns during those fierce cold spells.

Mr. Adams: Okay, well, I suppose I could see you on Wednesday.

Jenny: Mr. Adams, this offer will allow you to have peace of mind this winter knowing that you took the time to have your burner inspected and cleaned, thus reducing your overall fuel costs. Plus you get a free oil fill-up when you sign up for our regular oil delivery service. Mr. Adams, I have you down for Wednesday afternoon at 2:00 p.m. We look forward to seeing you on Wednesday. Have a pleasant evening. Good-bye.

Mr. Adams: Bye.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.3

Вы услышите интервью с дизайнером. В заданиях А8—А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Interviewer: Van, we know that you went to college and studied Psychology and now you are a full-time designer. Have you always wanted to go into designing?

Van Monroe: Well, I knew this at a young age. My mother said I could draw since I was 2 years old. So even though I went off into management and then I was an account executive right before I quit, I would always still go home and paint pictures and draw or daydream about the stuff that I could do. I didn't really follow my passion until it came to a point where I couldn't concentrate on what I was doing at my 9 to 5 job and I knew it was time for me to give it a chance and see what would happen.

Interviewer: So as a designer, do you do both clothes and shoes?

Van Monroe: Well it actually started with clothing. Back in 2001, I was in college and I started airbrushing T-shirts. I mean everybody's been airbrushing T-shirts forever, so it wasn't like I was really standing out. Then I moved from there to designing tennis shoes and then moved into the beginning phases of trying to start my own shoe line, which is what I am working on right now.

Interviewer: When you first began, was it mainly just making the shoes a different colour or were you putting your art or accessories on the shoe?

Van Monroe: When I first started, I was just putting different colours on the tennis shoe and then it started evolving. I realized that I could now transfer to the shoe some of the stuff I was doing on the T-shirt. It was so new to people at the time and actually it is still even new now. People look at it and say, 'Wow, you paint on tennis shoes?' So you can imagine what it was like in 2003 when I was painting on tennis shoes and putting my own art on them. It was fun. I was just trying to do something different every time I picked up a new pair of shoes.

Interviewer: So how do you come up with your own designs? Do people just hand you their shoes and say go at it?

Van Monroe: Yes, definitely. That happened when I first started and it happens a lot now. Some people would give me a theme and say ‘I like this sport, I like this team — can you do something around that?’ Then I would just brainstorm, come up with something, pitch the idea to them, and if they like it, do it. So half the time is me composing an idea and putting it onto my webpage and people seeing it and saying, ‘Hey, I want to buy that.’ The other half is people coming to me and giving me their shoes and asking me to just run with it and do something different with it.

Interviewer: So tell me about ‘the Twentieth Century Fox’ promotion for the upcoming ‘Wolverine Origins’ movie? How did that come about?

Van Monroe: You know it’s a trip, because I didn’t even think that they would listen to me. But it turned out that some of them had seen my work before. Because Will Adams is in the movie and he had worn some of my Obama sneakers last year to an awards show. They didn’t know my name, but they had seen the Obama tennis shoe around. So it was a lot easier for me to pitch the idea of me helping promote their movie with the shoe.

Interviewer: That’s awesome! You mentioned that you are working on your own shoe line. What is your vision for the line?

Van Monroe: I wanna start it off with what’s called a ‘lifestyle shoe’. I plan to just touch on different subjects that a lot of other companies haven’t. Like, I have the Obama shoe, which definitely bridged the gap. So I want to continue to do that and I also want to put biblical things on tennis shoes. So I have got a whole host of things that I am trying to do, but I want to start them off at that level, then move on and eventually get into athletic shoes. I’m just trying to get in, where I fit in right now. But there is always that other level that you’ve gotta get to and that is what I’m working towards.

Interviewer: What is the inspiration for your art? Is it music? Things you see?

Van Monroe: I am inspired more by musicians than I am by artists. The reason is that musicians are so talented. Composers paint pictures with music and I just think it is so amazing. But my greatest motivation is hot issues. I am inspired by what I think is important for people to understand or for people to know. If there is a subject that I feel is not getting enough light, then I will put it on a tennis shoe to try to bring more awareness to it.

Interviewer: Thanks for taking the time to speak with me about your designs and upcoming projects. I definitely wish you continued success!

You have 15 seconds to complete the task. (Pause 15 seconds)

Now you will hear the text again. (Repeat)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

День 20

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А—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.

Now we are ready to start.

Speaker A

My room is my den. The blue walls make me think of the calming vast seas and dreams that have no boundaries. The shutters are white, which reminds me of the pure white clouds in the sky. The white in my room helps me to have pure and clean thoughts. My chair and my favourite seat are the colour of crisp green celery. Here I shed the pressure of rush

hours and deadlines. The colours and decor were chosen for deep thoughts, recreation and positive thinking. When I leave that room, I am calm and prepared for life's uncertainties.

Speaker B

When I was an early teenager, my room was light purple with a dark blue ceiling full of stars. Once I got into high school, and the paint was getting a bit old, I put up lots of posters on the walls. I am a huge Rolling Stones fan, so I had almost every poster of theirs, and posters from Pirates of the Caribbean and Batman, too. I love posters because you can move them around a lot, and it's a great form of self-expression. In the blank spots, I wrote my favourite lyrics in permanent marker. And I used Christmas lights instead of the harsh light from the ceiling bulbs.

Speaker C

I keep my room with simple and relaxing colours such as soft pink and beige. I also add some bright colours like red cushions or some colourful accessories to make the interior a bit brighter. It's nice because my room gets a lot of sun. Well, I don't have lots of furniture in it and I usually try to keep everything in order. My room is filled with different items that I bought in the countries I visited. Most of them remind me of Turkey and Spain. Sometimes I make collage with holiday photos. It looks quite nice on my wall.

Speaker D

I'm 13 years old and I have to share a room with my 8-year-old sister. When I'm studying for exams, it is not easy at all. My elder sister, who is fifteen, has her own room with her private bathroom, and it's bigger than mine. I don't like sharing a room at all, and I don't think that I have any privacy in anything I do. Whenever my friends are over, my sister is always in here because she says it's her room, too. It's so annoying. I get angry with her all the time because she rarely tidies the room.

Speaker E

I love lots of things about my room. The colours are blue and brown with a punch of red. My bed is big and cosy with a soft chenille duvet and lots of pillows. I have lots of books in my room and I feel pride in them. But my favourite thing in the room is a fake tree with small white lights. It adds romance and cosiness and can even be used as a night light! I have a nice room, and it's always tidy. I suppose I like showing off my room. When my friends come over, they usually say, 'Wow! How beautiful it is!'

Speaker F

My sister's room is always neat. Everything has a place, nothing is on the floor. All her books are in the alphabetical order. It clearly shows how organised she is. She likes everything to be perfect. As for me, my desk is messy and drowning in paper as I am a completely disorganised sort of person. However, the bookshelf next to my desk is relatively tidy in comparison to the desk. Maybe this indicates that I value education. The posters of video games and magicians like David Copperfield on my wall will tell you that I like playing video games and magic.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1—A7

Вы услышите разговор друзей. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Dan: Mike, have you heard that computer scientists at Cambridge University have come up with a way to make mobile phones work more intuitively in the future?

Mike: Really? How will they manage to do it?

Dan: They've been trying to figure out what people do with their phones because if you want to make better phones then you need to know what people do with them now.

Mike: Don't we already know that?

Dan: Well, this is not really well-known because handset manufacturers don't publish this data. And also, these studies are usually conducted on a relatively small scale. Mobile operators know what calls you make, but they don't know what happens offline, for example, which applications you use or when you charge your phone.

Mike: I get it. It's a really difficult task. How are they planning to obtain this information?

Dan: They've created an application for smart phones, and it's called Device Analyser. It runs in the background while you use your phone, and it collects statistics on what you do.

Mike: Fantastic! And what exactly is it monitoring?

Dan: It is basically monitoring anything you could think of. For example, it spots when you charge your phone or when you open an application.

Mike: Suppose, they've collected all the data, and this information goes into the central database at the University. What are they going to do with it?

Dan: So first, what's important is that scientists strip personally identifying information from this. And then they can find out certain patterns that will allow them to improve the work of a mobile phone.

Mike: Will this information be released in the public domain?

Dan: Why not? If there's no personal information, it can be used by other researchers, too.

Mike: Dan, how did you get to know about this research? And can people get the application if they want to participate in the research?

Dan: The project was launched two weeks ago and the application is available for free download on the University website right now. It works on any smart phone and you can just download it and it will sit quietly in the background. I've already downloaded a copy for myself.

Mike: That's great! I also want to take part in the research. Maybe, I'll get a discount on a new mobile phone.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A8—A14

Вы услышите интервью с комедийным актером Джеффом Грином. В заданиях A8—A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Interviewer: Mr. Green, it's a great pleasure to talk to you today. Have you always been a comedian?

Jeff Green: Well, do you know that most comedians are the youngest in the family, and most are from dysfunctional families? And I tick both of those boxes. My parents were married three times each. The thing is that most comedians are a little bit anxious. Because if you try to find something funny, it's usually an itch you're trying to scratch. Relaxed people generally don't need to be the life and soul of the party. It's nervous people who always try to prove themselves, and God bless them, because they are very funny and make good stand-up comedy. So, you know, I just came into this.

Interviewer: How did that happen? Did you just start doing acts, using a lot of relationships as jokes?

Jeff Green: Well, I started in the UK around 1988. No one really talked about relationships at that time. About 50% of the audience were women, but they weren't being talked to or talked about. And I just made one joke about my girlfriend, and it took off from there. That was when I was in my twenties, when I still found women fascinating and mysterious. I'm over it now.

Interviewer: Do you enjoy meeting other comedians?

Jeff Green: Do I enjoy it? Yeah, I do. It can sometimes be a little bit bizarre, but you know, I love being around them. In this job, you've got to like your own company, because you're on your own a lot. You've got to like being on your own and you've got to like being on the road. If sitting in a hotel room for three days isn't your thing, then it's not for you. That's my whole life. I've sat in hotels and gone to different towns and you know, been away from home.

Interviewer: How much of a year do you spend travelling?

Jeff Green: Well, I used to travel in the UK, but England's so small that I could always get home at night. Australia is huge. So I probably do less gigs but I'm away from home more, because I'd have to be in Brisbane for five days and then I'd have to be in Sydney for five days. I reckon I'm probably away five weeks of the year, condensed out. But that's probably away once five or six days out of every three weeks. It doesn't seem much, but when you got two small children, you count every one of those days, and my wife does. But I love it.

Interviewer: Do you do gigs all over the world?

Jeff Green: I'm quite a regional comedian, inasmuch as being English. I tend to work best in England. I've performed to Americans here in Singapore and in London but I've never been to the USA. But I've performed in New Zealand, Hong Kong, Australia obviously, and lots of gigs in Europe, where you're performing to Europeans, not in their first language. You have to speak a little bit more slowly and you can't speak in dialect. You should be respectful to the people who've paid good money to come to see you.

Interviewer: Is the material the same?

Jeff Green: The material's okay. Well, those about relationships are generally universal. I used to change some things, references such as Tesco to Coles, or Marks & Spencer to some local brand. But the actual audience don't want you to change the words. They'd rather you took the time to explain what the joke was in England, rather than try to fool them into thinking that you're talking about their environment. If you explain them succinctly and there's a funny payoff, it's worth doing it.

Interviewer: What do you do before going onstage? Do you have a ritual of any sort?

Jeff Green: I do a lot of visualisation before shows. All I do is I put myself on stage before I go on, so I'm actually mentally onstage. The first few moments are of me catching up with the atmosphere and the audience, so that when you actually go onstage, you're actually firing off something. I think most people are naturally slow-starters, because you can't just walk into a room full of strangers and be friends with everybody. But in stand-up comedy, you're expected to be. That's your job.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

День 22

Задание 4.1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А—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.

Now we are ready to start.

Speaker A

I enjoy cooking because it is just me and my food. There is no one to argue with over what ingredients to use. I am only stopped by my imagination. I just like making good food and having people appreciate it. It makes the house smell yummy and it gets the family to gather round the table and enjoy the meal. I especially love it when they're smiling, which is a good sign. And if I'm feeling down, I either cook or bake something, and that makes me forget about my worries and makes me feel better.

Speaker B

When I was a teen, I worked as a waitress and saw how much people enjoyed being served and treated specially. As I grew older, I realized how much I enjoy it as well. That's why I take every opportunity to provide a good time for friends to relax and not to worry about preparing dinner or paying for it at a nice restaurant. I go all out with my parties, starting with appetizers and ending with coffee, cocktails and desserts. I try to have most things prepared ahead of time so that my guests don't feel the need to offer assistance.

Speaker C

We used to have barbeques a lot when we lived in a big house. All my brothers and sisters would invite their classmates along no matter whose birthday it was. We were always anticipating the event. Since then, I've always loved cooking, especially for family and friends. I'll cook anything from Chinese to Italian as long as I am sure they will enjoy the food. Everything that I've learned to cook, I will show off immediately and call everybody up for the weekend lunch or dinner. Dinner parties are OK, but I don't like the formal sit-downs because you can't feel at ease there.

Speaker D

When I worked, I would get depressed just thinking of preparing the evening meal. Most women I know enjoy it. As for me, I'd rather have a bowl of cereal or make a sandwich than have to cook something. When I cook, I am full by the time it's done and I don't want to eat what I've cooked. To me, cooking is a monotonous, boring, mind-numbing chore and I'd rather do anything else. It also creates more mindless work: after cooking you've got a lot of cleaning. And it takes up a lot of your time, too.

Speaker E

Whenever you hate doing something, look to the way you do it. I also dread having to go home and cook dinner when nothing is prepared and I have to go through the fridge, plan and prepare and cook it all at one time. That's very hard to do. I like it when I have planned ahead and have most of the prep work done so I only have to quickly mix something and cook it. That means I have Big Cooking days now and then, but I don't mind that either if I can start in a clean kitchen with nothing out on the counters.

Speaker F

I can't imagine why anyone could hate cooking. Of course no one wants to cook every day, that's what restaurants and packaged food are for, but you will eat much better and be healthier if you're aware of what food is about. Cooking your own food is much cheaper than any other way of eating. Make a list of the things you like best. Get a good basic cookbook that explains what cooking terms mean. Look up recipes for the things you like, and start with those. You'll find that by using different ingredients you can get tasty food without much effort.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.2

Вы услышите разговор друзей. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Chris: Hi, Scott. Haven't seen you for ages! What have you been doing all this time?

Scott: Actually, I am really busy at work. You know about the problem of rechargeable batteries that last less and less long after each recharge, don't you?

Chris: Yes, after a while the battery has to be replaced, which is not ideal given how much they cost. Can you help it in any way?

Scott: We want to create the equivalent of an internal plaster for a battery. In a nutshell, we put things into batteries that make them perform much better and a lot safer. We would like batteries to last ten years. But they don't, because of the charge and discharge cycling.

Chris: What's actually going on inside the battery as they age?

Scott: There're a lot of things happening. Probably the simplest way to explain it is that there are small cracks that open up inside the battery. So physically, particles are breaking and two layers of different materials are separating, and the result is that the battery can no longer give you the power that you need.

Chris: So your work is dedicated to stopping that decay?

Scott: Exactly. We're giving the battery a dose of medicine when it needs it. In other words, when little cracks open up, we put things in there that heal those cracks so your battery is like new.

Chris: So you are literally doping the electrodes with stuff so that if an area breaks, it repairs itself. This is, I suppose, like self-repairing car paints, where there are little capsules of various things, and when they get exposed by the paint being damaged, they 'heal' the paint. Are you doing the same with batteries?

Scott: Exactly, in fact we started with the very work that you're talking about — self-healing coating, self-healing paints, self-healing polymers. The materials that we deliver to the batteries are of course completely different, but they also bridge the cracks.

Chris: I suppose you have to choose the composition of those materials very carefully so that they don't reduce the capacity of the battery.

Scott: Oh absolutely. Whatever we put into the battery cannot disrupt its natural performance. What we do is we give it additional functionality such as self-healing behaviour.

Chris: And with this approach applied to the battery, how much longer can you extend its working life?

Scott: Well, I don't know the answer yet. It's still way too new and a little bit far away to be able to predict. My goal is to be able to extend the lifetime by two, three or four times. If we did that, imagine how the economics of electric vehicles would change. We're not talking about replacing a battery pack every three or four years now, we're talking about one battery pack that could last the lifetime of the car or even longer.

Chris: This will be a real breakthrough in the development of electric vehicles. I think it's time to think about buying an electric car for myself.

Scott: There's no need to hurry. We haven't finished our work yet. Oh, I am already late for work.

Chris: I wish you good luck!

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.3

Вы услышите рассказ исследователя Жана-Мишеля Кусто. В заданиях А8—А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Well, one of the most exciting aspects of our new film “Dolphins and Whales” is that we are going to put a very large audience in the presence of creatures which represent, perhaps, the group of animals that are closest to the human species. We have a lot in common with them: we are warm-blooded just like they are, we give birth the same way and we are both very social. Sound is their primary sense whereas ours is vision so there is a little bit of difficulty in understanding each other. But their presence is something that is extremely exciting for the public because I don’t believe there has ever been any fear on the part of the public towards those animals. They are not aggressive at all. They are sometime even curious about our presence when we are underwater.

The entire show is underwater. The audience is going to be submerged in the presence of these creatures. And I think everybody will come out with a much better appreciation of their kindness and the importance of their role in the marine environment. The fact is that we are dealing with large creatures such as the finbacks, which are the biggest creatures ever on the planet. Finbacks can be 7 to 8 times heavier than the largest and heaviest land animal, the male African elephant. They are even bigger than any dinosaur, which we still admire today though none of them exist.

Part of our message is that we are affecting the quality of life of these animals by using the ocean as a garbage can, when in fact we have everything to benefit by not doing that anymore. It’s like polluting the air that we breathe. So hopefully, the public will come out of there having had a fabulous experience and a desire to protect these animals by stopping the mismanagement of marine resources, allowing our waste to end up in the ocean, which ultimately affects these extraordinary creatures.

We know that atmospheric temperatures go up as a result of climate change. So do the ocean surface temperatures, impacting the habitats of large ocean mammals like the ones we see in the film. However, there is one piece of good news: they can move, they can change, they can relocate. They can be eating fish and then they can start to eat other mammals like sea lions or harbor seals. Who knows, maybe one day some of them will even start to be vegetarians and eat plants just like we do.

So I think they have a chance to survive in that environment much more than many other species, whether they are crustaceans like crabs and lobsters and shrimp, or many different species of fish. We find a lot of resilience on their part. I am not sure polar bears will make it.

The effect that it has on the human species, on the other hand, is completely different. We may have hundreds of millions of people who are going to be displaced because of the weather change, because of the sea level rise, because of the increase of hurricanes and storms. Where are they going to go and what kind of infrastructure is going to be made available to those people in such a short period of time? So we are at a disadvantage on land. I think marine mammals will probably have a better chance than those of us who will have to relocate.

You know the ocean has been punished many times, which ultimately means that we’ve been punished many times. So we need to grow out of this. We will always make mistakes. Only people who do nothing don’t make mistakes. But in this particular case there are responsibilities, and there is a cost, and that cost should be paid. So let’s be serious, let’s take care of it, let’s clean up the mess and go on with life and then try to not have that happen again.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

День 25

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А—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.

Now we are ready to start.

Speaker A

I've never worked in the private sector, but I enjoy working in the public sector. I currently work for one of the best federal agencies and it is an easy job. Contrary to popular belief, you do get paid well in the public sector. Of course you won't have a mansion on a hill or drive a Bentley if you work in the public sector, but you'll live comfortably if you're smart with money. Basically, right now, I get paid pretty decently for doing easy work all day while not having to worry about being laid off.

Speaker B

I am a psychologist. There are new challenges everyday with my job and I enjoy it a lot. I love to be able to answer someone's questions and help them out if needed. It really feels good to know that I am contributing to solving someone's problems. I am usually good at giving advice and people around where I live ask me for help. I would like to make a difference in the world even if I have only influenced one person. That would certainly make a domino effect and the whole world might change at least one thing for the better.

Speaker C

I am also lucky enough to have achieved my ideal job. My husband and I are computer consultants from home together. I do graphics and he is a programmer. Together we can make just about anything and be home with our kids. A separate phone line lets us know if the calls are personal or business. The best thing is that I work whenever I want to. The night time is when I'm most alert and can think well; thus I can produce lots of quality work. I am never late to work and I never have to worry about the drive home from the office.

Speaker D

I currently work in a bookshop. Generally more intelligent customers, book discounts and even if you already know much about books, you'll learn even more. My ideal job is to be a writer and my bookshop experience is invaluable. I mean I learn firsthand how the retail part of the book business works. I have almost finished writing my first non-fiction book and hope to have it published at the beginning of next year. After that, I plan to write another, and another, and another. Hopefully, I'll become a well-known author and leave my life of a shop-assistant behind.

Speaker E

I work as a bartender to earn my living. I absolutely love my job, especially making drinks, which is almost like an art. I enjoy being around people and talking to them. On the downside, a lot of people think that because they are going out and paying for their dinner, they can treat their server without respect. I know it seems like an age-old complaint but what it really boils down to is common human decency. People like me work hard for their money and have a lot going on at any given time. I wish my clients were more considerate.

Speaker F

My ideal profession was Executive Director for a community service organization that provided home support workers to the elderly, the disabled and those recuperating from the hospital. I ran the office, supervised 30 home support workers, and coordinated 30 Meals on Wheels volunteers. I was always doing different things throughout the day. My day at work

simply flew by and I couldn't believe it was already time to go home. I could go on and on about this job. I am now not working as I am disabled myself but the memories I have from those days sustain me.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1—A7

*Вы услышите интервью с автором литературного блога. Определите, какие из приведённых утверждений A1—A7 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**). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

Now we are ready to start.

The host: This week's summer reader is Mr. Max Mason. By day, he writes for financial newsletters and Web sites. But in his free time, he manages and writes for his literary blog 'The Millions'. Mr. Mason lives in Philadelphia, but we have reached him at his parents' home in Potomac, Maryland. Welcome to the show, Max.

Max: Thanks for having me.

The host: So what are you reading?

Max: Right now, I'm reading "Ragtime" by E.L. Doctorow. It's a pretty classic book. It was written in the seventies and it's a sweeping novel set at the turn of the last century. And it's got all kinds of historical figures walking through it like Harry Houdini and Sigmund Freud. I have only read about 50 pages so far but I'm really enjoying it.

The host: What attracted you to it in the first place?

Max: Well, I've read several of Doctorow's stories over the year and he's, you know, a pretty well-known writer and I've always wanted to read this book. It's considered his best. So I've had it on my list for a while.

The host: So you're only a few pages into that one. I hate to ask, what are you going to read next?

Max: Well, next, I'm going to read a book of short stories called "Pastoralia" by George Saunders. He is a contemporary writer that a lot of people are excited about these days. I'd compare him to Kurt Vonnegut, somebody like that. His stories accentuate the excesses of modern life and depict scary and fascinating worlds. Interesting stuff.

The host: Hmm. Have you read Kurt Vonnegut?

Max: Yes. I've read pretty much of Kurt Vonnegut's books when I was in high school. I devoured all of his novels. I'm a big fan of his.

The host: So if you had all the time in the world, what would you like to read?

Max: I think I would take that opportunity to re-read some of my favourite classics that I don't know if I'll ever have time to get back to. Things like John Steinbeck's "East of Eden" and "Hundred Years of Solitude" by Gabriel Garcia-Marquez. I also want to re-read "The Adventures and Misadventures of Maqroll."

The host: Hmm. What book is that? I've never heard of that book.

Max: It's by Alvaro Mutis and he's actually a friend of Gabriel Garcia-Marquez's from way back. And the book is about a mysterious sailor called Maqroll, who travels the world and gets caught up in all sorts of adventures and misadventures, obviously, and it's really a remarkable book, pretty unique. I've never read anything like it. I definitely recommend it, one of my favourites.

The host: Thanks a lot, Max. That was Max Mason, creator of the literary blog 'The Millions'. He joined us from Potomac, Maryland.

Max: My pleasure.

You have 15 seconds to complete the task. (Pause 15 seconds.)
Now you will hear the text again. (Repeat.)
This is the end of the task. You now have 15 seconds to check your answers.

Задания А8—А14

Вы услышите интервью с бывшим президентом США Биллом Клинтоном. В заданиях А8—А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Reader's Digest: It's been more than ten years since you left office, and you look more physically fit now than you did then. Is the secret in not having to deal with the White House press corps?

Bill Clinton: (*Laughs*) No. I'm working as hard as ever. But after my heart surgery and my stent, I decided I had to try a radically more heart-friendly diet, and I started watching what I ate. And I try to walk a lot and do some work in the weight room. I feel great.

RD: Let's talk about the Clinton Global Initiative. How do you choose the specific issues you're going to tackle?

BC: One of the things we try to do is modulate them and shape them every year based on what our members want. We can introduce commitments specifically designed to perform some good thing like improving education opportunities for women and girls who are likely to be left out of the educational systems of their countries. Or we can study how we can use technology that benefits low-income kids in the US and around the world? Things like that.

RD: In Haiti one of the big problems is that the forests were cut down many years ago and have never been replaced. Why do we still have this situation?

BC: For most poor people in the world where deforestation is a problem, it's a real choice because nobody's really come to them in their area and helped to create jobs. Nobody has given them a chance to participate in a sustainable society. All they know is that their kids have to eat tonight, and if they cut this tree down and sell it for charcoal, they can stay alive for a couple more days. You have to give them another way to make a living.

RD: The same choice was posed after the oil spill in the Gulf of Mexico. While the oil was still leaking, we could hear: "You can't regulate because it will cost jobs." Are we stuck in an old way of thinking?

BC: Yes, there was an immediate blow back when people started talking about having a moratorium on offshore drilling. Why? Because those people make a living doing that, and they have no idea how they can make a living doing anything else. I still believe the American people have not been adequately sold on the fact that we can create a million times more jobs by maximising our solar and wind capacity. We've got to build a new world here. The old world is certain, and the new world is uncertain. That's why normally the people against change defeat the forces of change, and we have to overcome that.

RD: The Clinton Global Initiative is now more than five years old, and it has helped raise \$63 billion. What's your pitch? How do you persuade people to help?

BC: I believe people should think about their children and grandchildren, in the first place. It is clearly not sustainable to have this much wealth concentrated in so few hands with a weak middle class where people can easily drop out and be plunged into poverty. So when I persuade wealthy people to support our initiatives, I always tell them that we live in an interdependent world, and therefore all these good things I am trying to get people to do are actually in their self-interest.

RD: Jimmy Carter is said to have set the standard for being a productive former president. When you left office, did you consult with him?

BC: I've been in almost constant contact with Carter since I was in office. I went down to the Carter Library, and I followed very closely what he did with monitoring elections and

promoting human rights. I had also studied the careers of other successful former presidents, like Theodore Roosevelt, who started a new political movement, and William Howard Taft, who went to the Supreme Court. Herbert Hoover oversaw the reorganisation of the federal government and he was actually an immensely successful former president.

RD: You talked about giving advice to kids coming out of college today. Would you tell them to enter politics, journalism, or philanthropy?

BC: I would say, first of all, they have something that most human beings in history didn't have: the ability to make such a choice. So I would say, 'Find something you care about; that's most important.' And then I would say, if you go into the military or teaching, inherently serving others — give it all you've got. And if you go into a profession that has no connection to other people except indirectly, where you can acquire some financial success, then take some part of your life to do something for other people because the world is interdependent, and it's too unequal and too unstable.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

День 27

Задание 4.1

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.

Now we are ready to start.

Speaker A

Foreign languages are very popular nowadays, and it's not surprising that people want to master them. Today there are lots of ways that make it possible to learn a foreign language and every person chooses what suits them best. There is no shortcut for faster learning, though; it takes the time it takes. The way I learnt Romanian was watching TV in English with Romanian subtitles. Subtitles helped me pick up Romanian words from sentences. It took about a hundred hours or so, but I can now read Romanian and understand the spoken language without having put any work in it.

Speaker B

In my opinion, the only way you'll ever truly learn a language is going to the country that speaks that language. I had studied German for four years, but after I spent two months in France, I spoke French much better than German despite all the time and effort I had spent learning it. Travel alone and refuse to be helped in your language. Stay for at least three months at the same place. At first you will feel frustrated but this is normal and you'll soon get used to the language. I personally speak five languages, and I have never been to a language class.

Speaker C

In my opinion, the fastest and the best way to learn a language is to live in the country where it is spoken. However, not everyone can afford studying abroad. If you can't do that, I believe that taking classes is an effective way as well. I don't think it's a good idea to try and learn a foreign language by yourself, I mean, sure, you can do that as well as taking classes, but I do think it's very hard to do it without any help. It is much easier if you have a teacher or a tutor, whom you can ask questions and ask for advice.

Speaker D

My preferred method is using a good textbook with both grammar lessons and vocabulary. Read the lessons and learn new words. Then practise using them with the exercises provided in the textbook. This is an accelerated way of learning, and it's entirely possible. When starting a new language, memorizing a hundred words per day will come quite naturally. I recommend never falling below 50 words per day and keep them in your working memory. And make sure that the words you learn are the ones that people use commonly, learning odd and rare words is not effective if you are trying to learn quickly.

Speaker E

You can't learn a language from books, you should hear it sound. While studying French at the University, I religiously listened to the cassette tapes that accompanied our textbook, and it really helped me to better learn the language. Listening doesn't take up your time. Load the language into your ipod, walkman or whatever is convenient, and just listen to it at home while cooking dinner or in the car on the way to uni. You can also listen to foreign pop music. You know, French sounds are rather difficult and singing French songs really helped me improve my pronunciation.

Speaker F

Memorising words is not an effective way to learn languages. You can't learn a language without speaking it. The only thing you should do is to find some kind of actual verbal interaction, so as to see how the language really works in everyday conversation. I used to know a couple of students who helped each other learn languages. One knew Spanish and wanted to learn English, the other knew English, and wanted to improve his Spanish. They divided the week in half. For half a week they only speak Spanish, and the rest of the time they speak English. They both improved rapidly.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.2

Вы услышите разговор молодого человека с женщиной в офисе. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

(Knocking)

The woman in the newspaper office: Come in, please.

Mark: Hello.

The woman: Hello. How are you doing?

Mark: Fine, thanks. How are you?

The woman: Very well, thank you.

Mark: Good. I was just walking by and I saw the sign in the window: "Journalist wanted". Are you still looking for somebody?

The woman: Yes, we are. One of our journalists quit last week because she moved house.

Mark: Well, I'd like to apply for the job. I don't have a lot of experience but I worked for the college newspaper when I was a student and I have written a couple of things on the Internet.

The woman: What did you write on the Internet?

Mark: I just wrote a couple of articles. One was about the village that I used to live in.

The woman: Traditional village? Where was it?

Mark: In Thailand.

The woman: Oh, Thailand. That is very interesting. I have always dreamed of visiting it.

Mark: And another one was about a trip that I did in Australia.

The woman: Mm. Where was it? Did you go into the desert or around the coast?

Mark: Through the desert. It was a safari trip, but we also visited quite a lot of interesting places, for example, Uluru. It is a rock and it's notable for changing its colour as the different light strikes it at different times of the day and year. The most remarkable sight is at sunset when it briefly glows red. I made lots of beautiful pictures.

The woman: That sounds fascinating. What about your qualifications?

Mark: I've got a bachelor's degree in journalism, and I'm thinking of studying for a master's degree.

The woman: That's fine. So you have a bit of experience and a good qualification. So, yes, why not? I think you can have this job.

Mark: How much is the pay?

The woman: Well, the pay is pretty good, actually. But you'd better discuss it with the manager.

Mark: Aren't you a manager?

The woman: No, I'm a receptionist. The manager has just gone out but he promised to be in an hour. So if you wait, you can ask him any questions you like.

Mark: I'd better come back in an hour.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задание 4.3

Вы услышите интервью с ученым. В заданиях А8—А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Interviewer: It is a proven fact that if you elevate the amount of carbon dioxide in the atmosphere, this will have the effect of acidifying the sea, because carbon dioxide, when it dissolves, forms carbonic acid. This acidification, notwithstanding the invariable amount of dissolved oxygen, can change the way that fish react to the world around them. Dr Steve Simpson, who's from Bristol University, has been looking at how this affects their ability to sense the sound of danger.

Dr. Simpson: My research has focused on the behaviour that coral reef fish show when they're looking to seek habitat after a period of a few days of developing out at sea in the plankton. My interest has been particularly on the importance of auditory cues, which are sounds produced by animals on the coral reef that the small fish can detect and use to pick specific habitats. Recent research has demonstrated that fish which experience ocean acidification lose their natural sense of smell, which is the other cue that fish use to detect reef habitat. So the question is whether the sense of hearing is unaffected by ocean acidification and so, will be able to compensate for this loss of sense of smell, or whether hearing is also impacted on by ocean acidification.

Interviewer: So what was the experimental technique? What did you actually do and what fish did you test?

Dr. Simpson: We worked with clown fish. Clown fish are similar to Nemo, and are readily available through the aquarium trade. Clown fish are native to warmer waters of the Indian and Pacific oceans, including the Great Barrier Reef but they can be bred in captivity. So for scientists, this is great because it means that we can actually work with the embryos of these fish. So we took embryonic clown fish and put them into different treatments of water that were either based on today's CO₂ environment, or based on different predictions,

for the CO₂ environments later in the century. Then we took the fish and put them into a long tube facing towards a speaker and we allowed the fish to move around in this tube while we played sounds to them and monitored their behaviour.

Interviewer: What did the fish do under those circumstances when you played the sounds of a reef?

Dr. Simpson: We used a recording of daytime coral reef noise, and in the natural environment fish normally move away from this sound. A coral reef is a dangerous place during the daytime because of the high density of predators. And so, the noise of all these predators causes fish naturally to move away from the sound. On the contrary, the fish that had experienced high levels or elevated levels of CO₂ showed no response to the recordings. So they were equally spending time moving towards the speaker as well as away from it.

Interviewer: Gosh! So that's quite striking, isn't it? Have you any clue as to why they behave like that?

Dr. Simpson: It's certainly possible that the fish have gone deaf or it may be that the fish can hear these sounds quite well but lose their natural avoidance behaviour. But it's most likely that their hearing has been partly influenced by the environment because we did look at the growth of their ear bone, which is a central part of a fish ear, and we found there are differences in the shape or the size of the ear bone between the fish from different treatments. Either way, any of those three scenarios would be bad news for the fish in the natural environment.

Interviewer: And what do you think the implications are for what you've found?

Dr. Simpson: Well, the implications are that loss of hearing or their natural responses to sound are certainly detrimental to fish, because fish live in a very auditory world, and sounds are important for detecting and avoiding predators, and also for detecting potential prey items. So there would be fairly detrimental impacts on fish populations. We don't know whether this impact would be seen across the board in terms of different fish species and that's the focus of our research now. It is also necessary to study whether fish can adapt to CO₂ levels because there can be some rare fish that already have more tolerance that will then be able to keep pace with the change.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

День 30

Задание B1

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.

Now we are ready to start.

Speaker A

I am nineteen and I work part-time at a fast food restaurant. It is near a high school and at lunchtime you can easily tell the difference in attitudes between teens. There are those who throw their food around, leave fries everywhere, spill pop on the floor without telling anyone, deliberately spread ketchup all over their trays, dump pop on their trays on purpose and just leave a massive mess. Yet there are also those that are cleaner than most adults, they always say 'please' and 'thank you' and I love having them come by! I would say teenagers are just as varied as adults.

Speaker B

When I was a teenager, we would spend weekends playing footie and going around to friends' houses. We watched black and white TV, which showed two or three channels, and our world view was fairly limited. Things were made to last and we were encouraged to maintain and use items in such a way that they would last. In many ways modern teenagers have got it easier. In today's society of fast moving consumer goods teens have developed the disposable mentality. Moreover, with computer games and satellite TV, kids are becoming more insular and more removed from society.

Speaker C

I'm in my mid-forties. As a teen, I was very independent. My parents never tried to shield me from the consequences of what I had done. Today many parents are trying to protect their kids much more than in previous generations, and it has resulted in a bunch of spoiled brats who think the world should give them whatever they want on a silver platter. I think that teens are less capable of being independent today. They've got more opportunities than my generation but that doesn't make them more mature. Statistics show that young people are staying with their parents much longer than they used to.

Speaker D

For the most part, the teens I know are neither brilliant nor intelligent. They only know what is "expected" from them if they know anything at all. They don't reach for further knowledge, which is easily and readily available in the library or on the Internet. They're just silly kids who are concerned with appearance and "coolness". Honestly, I feel they are robots being controlled by the media. I don't know at what point our generation went wrong. I'm embarrassed when people call teens awful but there's nothing I can do. Teens need a better understanding of the world they're living in.

Speaker E

I believe teens have always been bad. Teenagers are known for being out of control. It's not their fault, though...it's just a period of experimentation, trying things out and finding your identity. I think teens have always been difficult as a generation, but the things they dealt with may have been different depending on the era they grew up in. Modern teenagers are the same as teenagers were 20 years ago, 30 and even 40 years ago. They go through the same internal struggles that every teenager goes through. Only the times have changed.

Speaker F

Like with all generations there are some incredible people nowadays. I have a 16-year-old son and it seems he and the kids he hangs out with are much more open and accepting. I think the media spends too much time reflecting on the bad teenagers so you never hear about the millions of teenagers who volunteer and work hard for their education, who treat others nicely and obey their parents. I think that a lot of kids today are really intelligent and creative and want to change the world for the better. Overall, they're good kids growing up in very uncertain times.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1—A7

Вы услышите интервью с Рупертом Гринтом, сыгравшим роль Рона Уизли. Определите, какие из приведённых утверждений A1—A7 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). Обведите номер выбранного вами ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

The host: When the last ‘*Harry Potter*’ film hit theatres, lots of fans were forced to say goodbye to a story that had become a large part of their lives. Rupert Grint, who has played Potter’s best friend Ron Weasley in all eight films, is still coming to terms with ending that chapter of his life. Today he is here to discuss what it was like to part ways with J.K. Rowling world. Hello Mr. Grint and welcome to the show!

Rupert Grint: It’s really nice being here.

The host: Mr. Grint, what are you doing at the moment?

Rupert Grint: It’s a bit strange being called Mr. Grint. Anyway, tomorrow I’m going to Norway to take part in a new film ‘*Comrade*’. Now that my work in ‘*Harry Potter*’ is over, I can try something different.

The host: I suppose it was difficult to get used to the thought that it’s all over. What were those last days on set like?

Rupert Grint: ‘*Harry Potter*’ was such a massive part of my life that I can’t really remember my life before it. Our last days were very emotional. There was a real sadness about it and quite an empty feeling. I remember packing up my room, boxing everything up and finding toys from the time when I was ten. It was weird.

The host: Did you like that they split the last book into two films?

Rupert Grint: I think that it was a good idea and they’re two very different films. Part two is based on action and it’s kind of an epic. There was a lot of pressure on us to really go out with a bang.

The host: In the last part Hogwarts comes under attack. What was it like seeing those sets getting torn apart?

Rupert Grint: That was quite strange watching this place so familiar to us that it’s almost like a second home. They were happening simultaneously — the film ending and the sets being destroyed. I was struck the first time I saw the Great Hall become a big pile of burning rubble.

The host: Did you enjoy being in more of an action film and doing bigger stunts?

Rupert Grint: It was quite cool to film that. There was a lot of running, which is not something I’m really that used to. There are big action shots of me running across a courtyard with giants swinging stuff at us and spiders. I loved all the stunts and, luckily, I didn’t really have any injuries.

The host: If J.K. Rowling ends up writing another book, will that be something you would sign up for?

Rupert Grint: I’m not sure. I wouldn’t actually completely rule it out. I was always a big fan of the books and over the years I’ve become quite attached to Ron and we’ve meshed into the same person, really. But I don’t know how it would really work. Yet I would like to play the middle-aged Ron. We’ll have to wait and see.

The host: How do you feel about the future?

Rupert Grint: It’s good. We had a good time, but I’m looking forward to moving on.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания А8—А14

Вы услышите выступление ученого. В заданиях А8—А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

The benefits of planting trees, from improving air quality to providing a habitat for wildlife, are well known. Wind speed and direction can be affected by trees. The more compact the foliage on the tree or group of trees, the greater the influence of the windbreak.

The downward fall of rain, sleet, and hail is initially absorbed or deflected by trees, which provides some protection for people, pets, and buildings. Trees intercept water, store some of it, and reduce storm runoff and the possibility of flooding. Now there's another, much more amazing effect. We've found that small particles released by tree leaves can also cause clouds to form.

During its life, the tree will take in a certain amount of carbon from the atmosphere in the form of carbon dioxide. It does that as part of photosynthesis when it also releases oxygen back into the atmosphere. What we're interested in is other gasses that trees release into the atmosphere. So if you're walking through a forest you can smell a kind of piny odour and that's because of these other volatile organic compounds.

These compounds are incredibly important because when they're released into the atmosphere, they undergo reactions with a class of compounds called oxidants and that's things like ozone. Following those reactions they're able to form tiny particles in the atmosphere via a number of different mechanisms that scientists are still trying to get a clear idea about, but we know that it happens. So it's the impact on the climate of these particles that we're especially interested in.

Well, we know that they have two main effects. Firstly, while they're present in the atmosphere they are able to interact with incoming solar radiation, the energy from the sun essentially, and block its path so that it doesn't make it to the earth's surface, and scatters it. Additionally, and what we're most interested in here, is the role that these particles play in brightening the clouds that are above the forests. They do this because when they're in the atmosphere they grow and get to a certain size where they're able to form cloud droplets. The more of these droplets there are in a cloud, the whiter and brighter it becomes. That means that it will reflect away more of the incoming solar radiation.

So if you've got a lot of trees in a forest and they're producing these volatile organic compounds which produce particles, you're likely to see the brighter and whiter clouds above them. There's a number of other processes that govern the actual formation of the clouds but what we're interested in is just how significant the impact of these particular particles is on the clouds, how much of that effect we can credit to the original compounds that are released by the trees essentially.

We think that these particles are beneficial to the forest because of the way they scatter the radiation as it comes in. It's scattered into different directions which means that more of it is available for the leaves of the trees to use, and that's something that we think is really quite important. As for the climate, the problem that we've got at the moment with climate change is that there's an imbalance between the amount of solar energy that's coming into the earth's system and the amount of energy that's allowed to escape from the earth's system through the atmosphere. The more carbon dioxide and other greenhouse gases we have in the atmosphere, the less of this radiation is allowed to escape. So the main way that we're trying to address this is by reducing greenhouse gasses in the atmosphere, allowing more of the radiation to escape. Something else that we can do is to try and reflect away more of the sun's radiation so that less of it gets in, in the first place. That's another way we can address this energy imbalance.

So what we're trying to do is quantify this effect using computer simulations, so that we can understand exactly the impact that forests are having on the earth's system at the moment.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening Test.

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