

При выполнении заданий с кратким ответом впишите в поле для ответа цифру, которая соответствует номеру правильного ответа, или число, слово, последовательность букв (слов) или цифр. Ответ следует записывать без пробелов и каких-либо дополнительных символов. Так как на экзамене распознавание апострофа в бланках ответов будет затруднено, записывайте ответ в полной форме, например: donotknow, вместо don'tknow.

В заданиях, где нужно установить соответствие между двумя столбцами, ответ запишите в виде сочетания букв и цифр, соблюдая алфавитную последовательность букв левого столбца. Некоторые данные правого столбца могут использоваться несколько раз или не использоваться вообще. Например: A1B1B4Г2.

Если вариант задан учителем, вы можете вписать или загрузить в систему ответы к заданиям с развернутым ответом. Учитель увидит результаты выполнения заданий с кратким ответом и сможет оценить загруженные ответы к заданиям с развернутым ответом. Выставленные учителем баллы отобразятся в вашей статистике.

**1. Выберите реплику-стимул, подходящую по смыслу к предложенной ответной реплике.**

No need to be sorry.

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1) It's time for us to leave.     | 2) May I ask you for a favour?        |
| 3) Please, forgive me if you can. | 4) Do you mind if I close the window? |

**2. Установите соответствие между репликами-стимулами и ответными репликами. Выберите один из предложенных вариантов ответа.**

РЕПЛИКИ-СТИМУЛЫ

- 1 — Isn't it nice to be outside on summer evenings like this?
- 2 — Don't you think we'll have to get together some time?
- 3 — Would you mind joining us?
- 4 — Are you really interested in what I am saying?

ОТВЕТНЫЕ РЕПЛИКИ

- A — I'm all for it.
- B — Not in the least.
- C — It's fantastic!
- D — Nothing at all.
- E — Why do you ask?

- |             |             |             |             |
|-------------|-------------|-------------|-------------|
| 1) 1E2C3D4A | 2) 1C2A3B4E | 3) 1B2D3A4C | 4) 1D2E3C4A |
|-------------|-------------|-------------|-------------|

Like most tourists, I enjoy taking photographs on holiday and can't wait to show them to friends and family when I get back. But whilst for me they represent treasured memories, to others they are more often than not simply a collection of boring, badly composed, out of focus pictures. So this year I decided to do something about this by booking myself on a trip to Rome which included photography lessons.

The first time I went to Rome, I remember thinking that it was a photographer's paradise with a fantastic photo opportunity lying around every corner. (1)\_\_\_ Added to this was the fact that there were crowds of tourists everywhere, blocking all the best views. But this second time things were different. Antonio, my photography tutor, was on hand to give expert advice every step of the way.

The first thing Antonio told our group was that the secret to creating a good photographic image rather than just a snapshot is to first take a long look at what you want to photograph. For example, he said, you should consider the background just as much as you do the subject. (2)\_\_\_ You can get unwanted figures out of your image simply by getting down on your knees to take a picture, for instance, or changing the angle of the shot.

Our first port of call was Piazza Navona, where Antonio gave us advice about how to photograph the Fountain of Neptune. (3)\_\_\_ Then, he added that we should take the photo with the fountain slightly off centre.

Next, we headed off to the Pantheon, which was originally an ancient Roman temple. Along the way, I took the opportunity to photograph anything that caught my eye. The Pantheon itself is so huge that it is impossible to take a good photograph of the whole thing. (4)\_\_\_ I tried out this technique by lying down on the floor and taking a picture of just one section of the great domed ceiling. I was pretty pleased with the results.

For the next couple of hours, we wandered around the historic centre visiting many of Rome's architectural highlights. (5)\_\_\_ And I felt that I was really able to appreciate the sights as I had to look at each one so carefully in order to get good pictures.

We finished off our first morning tour with a stop at a traditional Roman street café. After all the hard work and walking I'd done, a large Italian ice cream seemed like the perfect reward! (6)\_\_\_ It felt like a whole new world had opened up to me. I learnt an incredible amount over the next two days, as well as having a thoroughly enjoyable time in one of the world's most beautiful cities.

**3. Прочитайте текст. Заполните пропуск (1) одним из предложенных текстовых фрагментов.**

- 1 — Firstly, he said, we should try to include the background in an unusual way.
- 2 — Yet by myself I didn't have a clue how to go about getting some good shots.
- 3 — Some of the advice didn't work as well as I expected.
- 4 — How you position yourself is also really important.

- |      |      |      |      |
|------|------|------|------|
| 1) 1 | 2) 2 | 3) 3 | 4) 4 |
|------|------|------|------|

**4. Прочитайте текст. Заполните пропуск (2) одним из предложенных текстовых фрагментов.**

- 1 — Firstly, he said, we should try to include the background in an unusual way.
- 2 — Yet by myself I didn't have a clue how to go about getting some good shots.
- 3 — Some of the advice didn't work as well as I expected.
- 4 — How you position yourself is also really important.

- |      |      |      |      |
|------|------|------|------|
| 1) 1 | 2) 2 | 3) 3 | 4) 4 |
|------|------|------|------|

5. Прочитайте текст. Заполните пропуск (5) одним из предложенных текстовых фрагментов.

- 1 — I didn't get at all tired, even though I was on my feet for such a long time.
- 2 — According to Antonio, however, it's much better to try to find one interesting detail.
- 3 — Afterwards, feeling refreshed, I spent the rest of the afternoon alone practising my new skills.
- 4 — It just goes to show that it is not the equipment that counts but how you use it.

1) 1      2) 2      3) 3      4) 4

§ 1. Catherine Cassidy has every reason to be proud. This summer she graduated with a degree in Zoology from Queen's University, Belfast. She has ambitions to be a scientific journalist. She is also completely deaf. She can lipread. I interviewed Catherine via e-mail. She told me getting to university was an achievement in itself. She says: 'You have to work much harder than your peers (*сверстники*) and have to be prepared to commit yourself.'

§ 2. The Disability Discrimination Act insists that universities increase their intake of special needs students. But there are difficulties. First, there are no reliable figures on the numbers of disabled in the community, so universities are unsure of the percentages they should be aiming **to recruit**. Second, some students might require specially adapted computers, or online learning support. Of all the disabilities, deafness is probably the one that is hardest to cope with at university. Universities run on talk. Knowledge is communicated in lectures, seminars, talking to fellow students — reading is only secondary. For deaf students, casual spontaneous discussions **are out**.

§ 3. Fortunately for Catherine, Queen's University is a centre of excellence for the teaching of deaf students. The Joint Universities Deaf Education centre (JUDE) organised a special phonic earpiece (*слуховой аппарат*) that enabled Catherine to listen to lectures. JUDE has been extended to the other higher education institutions of Northern Ireland. JUDE is setting an example in what can be achieved. Sharon Easton, deaf student support officer, says: 'We visit schools to make deaf people aware that higher education is a possibility. Another part of our role is to talk with employers. We're offering them deaf awareness training — how to adapt to the needs of deaf employees, and where to apply for grants.'

§ 4. Catherine's skill in lip-reading made communicating with her seem so effortless that many people did not believe she had a problem. At times this experience has been painful. Catherine says: 'People have labelled me "not really deaf". It is like telling me I don't count. And this can be very disheartening, very demoralising.'

§ 5. Catherine believes that excellent and well-focused special needs support should be available to all disabled students at university whatever the cost. She says: 'You are accepted by a university on the basis of your ability to carry out mental tasks. You have a right to be there - people should not judge a person by any physical disability.'

6. Прочитайте текст. Ответьте на вопросы.

The main problem for deaf students at university is that

- 1) it is difficult to get phonic earpieces.
- 2) most learning takes place through the spoken word.
- 3) fellow students won't talk to them.

7. Прочитайте текст. Ответьте на вопросы.

According to the writer, The Joint Universities Deaf Education centre

- 1) sends teachers out to schools to teach deaf people.
- 2) collects comprehensive facts and figures about disabled people.
- 3) encourages businesses to employ deaf people.

8. Прочитайте текст. Ответьте на вопросы.

At university Catherine found it depressing that

- 1) her difficulties often went unnoticed.
- 2) her deafness gave her a lot of pain.
- 3) the staff found it difficult to talk to her.

9. Прочитайте текст. Ответьте на вопросы.

Catherine believes that

- 1) it should be easier for deaf people to get to university.
- 2) everyone who is intelligent enough has the right to be at university.
- 3) universities already provide excellent support for the disabled.

I was beginning to feel a little nervous. It was my first day as the personal assistant to a company director. I (1) ... at the interview that I could speak French but it wasn't true. I hoped they (2) ... out that I had been lying. At first everything went well. My boss was very helpful and he explained to me what I had to do. Then I (3) ... to my colleagues, who were all very friendly. Just as I was sitting down at my desk the phone rang. As soon as I picked up the receiver I started to panic. A woman (4) ... to me in French and naturally, I couldn't understand a word she (5) ... . When the boss saw how upset I was, he (6) ... the phone from me. To my surprise he answered the woman in English and then he burst out laughing. Afterwards he told me it was his mother. She (7) ... to the dentist's and was having difficulty speaking properly. She had been talking to me in English not French!

10. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (1).

- 1) was claimed      2) have claimed      3) had claimed      4) had been claimed

11. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (2).

- 1) don't find      2) haven't found      3) weren't found      4) wouldn't find

12. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (6).

- 1) took      2) has taken      3) was taken      4) was taking

13. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (7).

- 1) was just being      2) is just      3) would just be      4) had just been

I had always been lucky with (1) ... holiday flights until I went on (2) ... package holiday to Hawaii. The journey (3) ... there was fine, but coming back was a different story. To start with, the return flight was delayed (4) ... two days which was not really a problem as I was having a good time. Unfortunately, when I finally left (5) ... Honolulu, the capital, (6) ... the first part of the journey, I landed in Los Angeles instead of Chicago. I was taken off the plane and had to stay overnight in a hotel. (7) ... Next/next day I got on a direct flight to London, only to end (8) ... Minneapolis.

14. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (1).

- 1) a      2) a      3) the      4) -

15. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (2).

- 1) a      2) an      3) the      4) -

16. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (3).

- 1) out      2) to      3) for      4) in

17. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (4).

- 1) for      2) in      3) until      4) -

18. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (5).

- 1) from      2) at      3) out of      4) -

19. Переведите на английский язык фрагмент предложения, данный в скобках.

I can't (понять) out what he is trying to do.

20. Переведите на английский язык фрагмент предложения, данный в скобках.

Does Sally (**похожа**) after her grandfather in her talent for design?

Thomas Edison knew his new invention, the lightbulb, would be revolutionary, but it's (1) ... that he realised quite how much the introduction of (2) ... would affect the kitchen. The modern kitchen is overflowing with electrical appliances. For a busy parent whose kids are hungry, the simplest (3) ... these days is to take some frozen food out of the freezer and pop it in the microwave. It's been particularly (4) ... for women - no longer do they have to stay all day chained to the cooker and the kitchen sink.

21. Прочитайте текст. Выберите подходящее по смыслу слово из предложенных. В ответ запишите слово в той форме, в которой оно должно стоять в предложении. Помните, что каждое слово может быть использовано только один раз и что заданную форму слова необходимо изменить. Заполните пропуск (1).

ELECTRIC, BENEFIT, SOLVE, LIKE

22. Прочитайте текст. Выберите подходящее по смыслу слово из предложенных. В ответ запишите слово в той форме, в которой оно должно стоять в предложении. Помните, что каждое слово может быть использовано только один раз и что заданную форму слова необходимо изменить. Заполните пропуск (2).

ELECTRIC, BENEFIT, SOLVE, LIKE

23. Прочитайте текст. Выберите подходящее по смыслу слово из предложенных. В ответ запишите слово в той форме, в которой оно должно стоять в предложении. Помните, что каждое слово может быть использовано только один раз и что заданную форму слова необходимо изменить. Заполните пропуск (3).

ELECTRIC, BENEFIT, SOLVE, LIKE

24. Прочитайте текст. Выберите подходящее по смыслу слово из предложенных. В ответ запишите слово в той форме, в которой оно должно стоять в предложении. Помните, что каждое слово может быть использовано только один раз и что заданную форму слова необходимо изменить. Заполните пропуск (4).

ELECTRIC, BENEFIT, SOLVE, LIKE

The library profession attracts people (1) ... many different interests, because of the wide range of work that librarians do. For (2) ..., the profession may appeal to someone who wants to work with children in an elementary school library. A person interested in research may choose to work in a library which scholars use for their investigations. Some people become librarians to help libraries adapt (3) ... advanced technology, while people (4) ... have expert knowledge of a foreign language, computers, or a specific subject may choose this career to make use of their special skills.

25. Прочитайте текст. Заполните пропуск (1) только одним словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

26. Прочитайте текст. Заполните пропуск (2) только одним словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

**27.** Прочитайте текст. Заполните пропуск (3) только одним словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

**28.** Прочитайте текст. Заполните пропуск (4) только одним словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

1. She described the whole play to us ... detail.
2. Both my sons are crazy ... old motorbikes.
3. The restaurant prides itself ... having the best pizza in town.
4. There are so ... lemons in the fridge that I can't make lemonade.
5. ... Susan use to be slim when she was at university?
6. Bob Dylan ... original name was Robert Zimmerman won the Nobel Prize in Literature in 2016.

**29.** Прочитайте предложение (1). Заполните пропуск ОДНИМ словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

**30.** Прочитайте предложение (2). Заполните каждый из пропусков только ОДНИМ словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

**31.** Прочитайте предложение (3). Заполните каждый из пропусков только ОДНИМ словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

**32.** Прочитайте предложение (4). Заполните каждый из пропусков только ОДНИМ словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

1. The Internet became much available to the public in the 1990s. In 1994, the Stanford
2. Federal Credit Union was the first bank in the world to offer it's online Internet banking.
3. By 1995, people around the world were starting themselves to have the Internet in
4. their homes. The Internet in those days which was very slow because they had to
5. use it a dial-up connection. The computer needed to use a telephone line and sent
6. every noisy signals like a fax machine does. One of the problems was that if you
7. were using the Internet, you couldn't then to make or receive phone calls. Over
8. the years, the Internet has became faster and faster as there was no need to use
9. the telephone line for the Internet. Today, the Internet connects either computers
10. and other gadgets in a network millions of times very bigger than the original one.

**33.** Прочитайте текст. Из строки (1) выпишите ОДНО лишнее слово.

**34.** Прочитайте текст. Из строки (2) выпишите ОДНО лишнее слово.

**35.** Прочитайте текст. Из строки (3) выпишите ОДНО лишнее слово.

**36.** Прочитайте текст. Из строки (4) выпишите ОДНО лишнее слово.

**37.** Прочитайте текст. Из строки (5) выпишите ОДНО лишнее слово.

**38.** Прочитайте текст. Из строки (6) выпишите ОДНО лишнее слово.

**39.** Прочитайте текст. Из строки (9) выпишите ОДНО лишнее слово.

**40.** Прочитайте текст. Из строки (10) выпишите ОДНО лишнее слово.