

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.

Isn't it?

- 1) It's his turn. 2) It's a nice party. 3) The meeting is over. 4) It's not his fault.

2. Расположите реплики так, чтобы получился связный диалог. Выберите один из предложенных вариантов ответа.

- A. Well, I think it's time for a change, don't you? They pay you late and you are unhappy.
B. I know so. And I've been listening to you complain for over a year now. Trust me. Take the job. What do you have to lose?
C. Oh you know, the usual. Should I take this new job? Or do I stick with my current one?
D. Thanks for meeting with me during your lunch hour. I appreciate it.
E. No problem. I'm happy to help. What's going on?
F. Do you really think so?

- 1) ACD FEB 2) DECA FB 3) AFDECB 4) DFBACE

I think the computer is such (1) ... useful invention. Take e-mail, for example. It is a very easy way to write letters. When I was younger, I rarely ever put pen to (2) ... paper, not even to say 'thank you' for presents sent by my relatives. Now, though, you can't keep me away (3) ... the keyboard. I can spend hours typing away (4) ... my computer, all types of messages to all types of people. One of (5) ... worst disadvantages for me of writing (6) ... hand was always the embarrassment of knowing that people would criticise my untidy handwriting and careless spelling. Now thanks (7) ... the spell-check, I can easily edit my letters. Teenagers nowadays take all this (8) ... granted, they don't realise how fortunate they are.

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

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

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

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

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

- 1) from 2) of 3) off 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.

Jane (1) ... to be a nurse ever since she was a child but her father had told her that nursing was not a suitable profession for her to follow. She decided to talk to her friend, Anne, about what she should do. Jane and Anne (2) ... friends for a long time and lived in the same street. When Jane arrived at Anne's house, Anne (3) ... in the garden reading. Jane explained the situation to her. As she finished speaking, Anne's mother came out of the house and shouted to the girls to come over. "Sorry Jane, but I'm afraid, your father had an accident this morning at work and is in hospital. I (4) ... you over there now." When they arrived at the hospital Jane (5) ... to see her father sitting up in bed and smiling broadly.

'Father, I was so worried, I thought something dreadful (6) ... ' 'Oh, there's no need to worry. I (7) ... my arm but the nurses here (8) ... such good care of me, they've been wonderful. And Jane, I've been thinking.' Jane Smiled at her friend, and knew that everything was going to be all right.

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

- 1) has wanted 2) wants 3) wanted 4) had wanted

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

- 1) had been amazed 2) has amazed 3) was amazed 4) was amazing

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

- 1) was happened 2) had happened 3) has happened 4) is happening

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

- 1) have broken 2) had broken 3) was broken 4) was breaking

13. Прочитайте текст. Выберите один из предложенных вариантов ответа. Заполните пропуск (8).

- 1) took 2) have taken 3) are taken 4) were taking

§ 1. If you've ever thought that talking to someone was a waste of breath, you might be comforted to know that in some cases you are right — the words we utter have very little effect on people compared with how we say them and what we are doing when we say them.

§ 2. Recent research has shown that in a presentation before a group of people, 55 per cent of the effect on the audience is determined by the body language of the speaker, 38 per cent by their tone of voice and only 7 per cent by the actual content of what is being said. Body language speaks louder than words.

§ 3. So can performance and communication skills really be improved? It would appear so, according to Neuro-Linguistic Programming, or NLP, which was developed in the 1970s by therapist Richard Bandler and linguistics professor John Grinder. They asked: "What makes the difference between someone who is competent at something and someone who is excellent?" They examined the behaviour of people generally considered to be examples of excellence in their respective fields to identify what they were doing consciously (*осознанно*) and unconsciously. Surprisingly, they discovered patterns of communication which all these high achievers were using to produce **consistently** positive results. They found that they were able to copy these strategies and achieve similar success, so they developed a way of teaching these skills to other people, a method they called Neuro-Linguistic Programming.

§ 4. They have discovered how people achieve mutual understanding, both consciously and unconsciously, by observing the body language and voice patterns of the person they are talking to. If you're dealing with someone who is painfully shy, you're not going to make a good connection by overwhelming them with your cheerfulness. By matching someone's behaviour we can gain their **confidence**, achieve a good relationship and improve the quality of communication — in other words, we can get on someone's wavelength. NLP practitioners claim anyone can learn how to do this, and quite quickly. NLP is all about taking one's unconscious, not very highly developed skills and practising them consciously.

§ 5. Another powerful aspect of NLP is its use of positive thinking. We can become aware of the negative and turn it to the positive. Once it is framed in a positive way as a goal, the brain can begin to cope with it and then apply itself to achieving that outcome. To put it another way, if you don't know where you're going, it makes it harder to get there.

14. Прочитайте текст и выберите вариант ответа, соответствующий его содержанию.

What has recent research into the way people speak shown?

- 1) Certain kinds of body language create distrust. 2) A person's tone of voice often does not match what they are saying.
3) Failure to communicate well has little to do with what you say.

I had been invited by Jack and his son John to participate in a film they were making about shark diving. I had been diving and writing about the ocean for a decade and had frequently found myself in the water with sharks. Never intentionally. They just appeared, unwanted. The idea of swimming with them seemed dangerous. Still, Jack McKenny had asked me to participate. 1)_____

To attract the sharks, we laid out plastic boxes wired together and filled with frozen fish. Once dropped over the side, the boxes lay half in and half out of the water. As the bait thawed, a long line of blood and fish followed us. (2)_____

The stars of the film promised to be blue sharks. Fast and slim-bodied with pointed snouts, they grow to 12 feet in length and are known to attack humans. (3)_____ I thought someone was welcoming our visitors by pounding rapidly on a large bass drum. Then I realised that the fierce pounding was the beating of my own heart.

The shark cage sat on the deck. It was mainly constructed from wire. The idea was to swim into the cage once under the water. The only hand-held weapon I was given was a broom handle.

By the time I got to the cage, five sharks were swimming around us. As they glided past, they seemed curious, and I felt like something hung up in a meat market. (4)_____ Strangely, proximity seemed to calm my fear.

We began to hand-feed the sharks as they cruised by the cage. Several times, I offered a fish, then yanked it away at the crucial moment. Then I felt guilty about teasing the monsters and began to want more contact.

I decided to go outside the cage. (5)_____ "They tend to hit some part of your body that is not moving. Usually this means the head."

Outside the cage and checking in all directions, I moved to where Jack was shooting one particular shark for the film. (6)_____ It put on a slight burst of speed and glided in my direction. I had ten seconds to get my own broom handle in position, and when the shark was a foot away, I hit it firmly, on the snout. The shark twisted away, and disappeared into the depths. Relieved, I realised the mildest show of aggression seemed to put these fellows off their feed.

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

- 1 — Sometimes, though, they get injured too.
- 2 — And Jack, a film maker, photographer and adventurer, was a diving legend.
- 3 — They have teeth that tear into flesh like hacksaws
- 4 — Ideally, a cruising shark would turn and follow the line to the boat.

1) 1 2) 2 3) 3 4) 4

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

- 1 — Sometimes, though, they get injured too.
- 2 — And Jack, a film maker, photographer and adventurer, was a diving legend.
- 3 — They have teeth that tear into flesh like hacksaws
- 4 — Ideally, a cruising shark would turn and follow the line to the boat.

1) 1 2) 2 3) 3 4) 4

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

- 1 — Sometimes, though, they get injured too.
- 2 — And Jack, a film maker, photographer and adventurer, was a diving legend.
- 3 — They have teeth that tear into flesh like hacksaws
- 4 — Ideally, a cruising shark would turn and follow the line to the boat.

1) 1 2) 2 3) 3 4) 4

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

- 1 — The shark, a six-foot male, seemed mildly annoyed by all the attention.
- 2 — But gradually my heartbeat settled to a mild thud.
- 3 — With this in hand, I hesitantly slipped into the sea and swam towards the open cage door.
- 4 — Jack had advised me to be careful about sharks approaching from the rear.

1) 1 2) 2 3) 3 4) 4

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

Take (никакого внимания) of what he said — he was just being silly.

20. Прочитайте текст. Выпишите по два лишних слова в порядке их предъявления в тексте. Каждую букву пишите в отдельной клеточке, не оставляя пробелов между словами.

I think of myself as quite both an organised, efficient person, but you probably wouldn't guess that from my appearance. I never read clothes magazines, and I couldn't care it less about what the latest styles are.

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

Tea or coffee? — (Ничего), thanks. I've got to go in a minute to catch my train.

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

I think you have to (принять) into account that he's a good deal younger than the rest of us.

23. Прочитайте предложения. Заполните пропуски **ОДНИМ** словом, подходящим по смыслу сразу для двух предложений. Запишите слово в бланке ответов только **ОДИН** раз.

Kelly walked hand in ... with her father on the beach.
Could you lend me a ... with this piano? I need to move it across the room.

Acting is certainly not a career for anyone who likes (1) ... Actors who are at the start of their careers, when they are still (2) ..., must go where the work is. This means they never really know the (3) ... of time they will spend in any one place. There is a lot of (4) ... in the theatre, too.

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 (1).

STABLE, KNOW, LONG, EMPLOY

25. 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).

STABLE, KNOW, LONG, EMPLOY

26. 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).

STABLE, KNOW, LONG, EMPLOY

27. 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).

STABLE, KNOW, LONG, EMPLOY

1. TV documentary maker and environmental Campaigner Sir David Attenborough has perhaps done it
2. more rather than any other British person to educate the public about the natural world. Fascinated
3. by animals since its childhood, he did a degree in Natural Sciences at Cambridge University, and
4. a few years quite later became a trainee producer at the BBC. In the 1950s, he was one of the
5. first people to film animals in their own habitats for television, and far quickly got a lot of positive
6. attention because of the quality of his programmes. To being reward Attenborough for his excellence,
7. the BBC offered him a job such as the head of one of its TV channels, but he wasn't interested.
8. In 1972, he returned to programme-making, and travelled the world as well his projects became
9. even more ambitious. A number of newly discovered both plant, insect and bird species have been
10. named in his own honour. He's thought to be one of the most well-travelled people on the planet.

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

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

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

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

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

33. Прочитайте текст. Из строки (7) выпишите **ОДНО** лишнее слово.

34. Прочитайте текст. Из строки (8) выпишите **ОДНО** лишнее слово.

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

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

1. My cousin is a scientist and he is trying to find a cure ... cancer.
2. I'm very thankful ... all the advice you gave me.
3. The students were divided ... two teams.
4. You can wear ... of those two dresses. They don't suit you.
5. All students ... informed about the new IT course last week.
6. Scientists are doing research into this rare species ... natural habitat is the bottom of the ocean.

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

38. Прочитайте предложение 2. Заполните пропуск только **ОДНИМ** словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

39. Прочитайте предложение 3. Заполните пропуск только ОДНИМ словом, подходящим по смыслу. Слово должно содержать не более 15 символов.

40. Прочитайте предложение 6. Заполните пропуск только ОДНИМ словом, подходящим по смыслу. Слово должно содержать не более 15 символов.