Раздел 1. АУДИРОВАНИЕ

**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. Different types of weather can be a good match.
2. My favourite weather allows me to enjoy sports.

3.1 enjoy moderate weather.

1. My favourite weather helps me to feel calm.
2. I like brilliant sunshine with a chill in the air.
3. It helps me to withstand heat.
4. You should take precautions in this kind of weather.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Говорящий | А | В | С | D | E | F |
| У тверждение |  |  |  |  |  |  |

**2**  Вы услышите диалог. Определите, какие из приведённых утверждений А—G соответст­вуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного от­вета (3 — Not stated). Занесите номер выбранного вами варианта ответа в таблицу. Вы услы­шите запись дважды.

**A** Dana has been very successful recently.

**B** Ken is going to tell Dana some important information.

**C** Dana is looking for the job at the moment.

**D** Dana’s promotion came through quite unexpectedly.

**E** Dana didn’t get a raise in her salary.

**F** Ken is getting married in two weeks.

**G** Dana is surprised to hear that her friend is getting married.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Утверждение | А | В | С | D | Е | F | G |
| Соответствие диалогу |  |  |  |  |  |  |  |

Вы услышите рассказ популярной американской певицы о её карьере. В заданиях 3—9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту от­вета. Вы услышите запись дважды.

**3** The narrator says she started to write songs

1. when she was ten. 3) because it was the best way to express her feelings.
2. because she could not talk.

**4**According to the narrator,

1. she could afford to have a recording studio.
2. her family was not well off.
3. she bought Christmas presents for her friends.

**5** The narrator returned to Texas because

1. her apartment burnt down.
2. she had got several college music scholarships.
3. a friend told her about the American Idol audition in Dallas.

**6** Looking back on the show, the narrator says that

1. few people really believed she could win.
2. the members of the crew were not at all supportive.
3. everyone was supporting her.

**7** The narrator thinks that

1. she ought to become thinner.
2. she could serve as a role model for young girls.
3. girls should not live up to their idols.

**8** The narrator dreams of

1) touring the world. 3) staying single.

1. having a permanent relationship.

**9** The narrator considers herself

1) to be a celebrity. 3) honest and sincere.

2)practical and sensible.

**10**  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. 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 Coxcatlon, 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.
2. 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.

Раздел 2. ЧТЕНИЕ

1. Harvest
2. Etymology
3. Toxicity
4. Growing Indoors
5. Breeding
6. Cultivation
7. Culinary Uses
8. History
9. 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 ГС. 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.
10. 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.
11. 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.
12. 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.
13. 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.

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| --- | --- | --- | --- | --- | --- | --- |
| A | В | С | D | E | F | G |
|  |  |  |  |  |  |  |

**11**  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.

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 **В\_\_\_\_\_\_**.

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 **С**\_\_\_\_\_\_\_\_\_.

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 Eire ‘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 | В | С | D | E | F |
|  |  |  |  |  |  |

Прочитайте текст и выполните задания **12—18.** В каждом задании запишите в поле отве­та цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

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)

**12**  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.

**13** 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.

**14**  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.

**15** 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.

**16** 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.

**17** 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.

**18** 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..

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Раздел 3. ГРАММАТИКА И ЛЕКСИКА

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

A Real Millionaire Next Door

19

20

21

22

**23**

**24**

**25**

Kris and I love our neighbourhood. One of our favourite neighbours is  
John. John is a 70-year-old retired school teacher who lives in a modest

ranch house. He the same house for over forty years.

John spends his winters in New Zealand helping friends on a dairy farm.

His summers fishing in Alaska. Year-round, he rents his

house to boarders. For a couple of months each year, he’s home. He leads  
a very active retirement.

John in the yard the other day when I returned from a trip

to the book store.

‘What books (you) \_\_\_\_\_\_\_\_\_?.

he asked by way of conversation.

‘Nothing much,’ I said. ‘Just a few books on personal finance.’ ‘That’s great,’ he smiled. ‘I’m glad to see that you are interested in investing.’ ‘Let me tell you something,’ he added. ‘I was a school teacher and I

a big salary. But I saved what I could, and I invested it. I got

a little luck, but mostly I just kept putting the money away.

(You) \_\_\_\_\_ how much I have now?’ I shook my head.

‘Over a million dollars,’ he said. ‘ And if you get started now, in a few years you\_\_\_\_\_\_ a lot of money.’

HAVE

SPEND

WORK

BUY

NOT HAVE

KNOW

SAVE

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

**26**

**27**

What are Americans Like?

Americans talk with pride of their and institutions. GOVERN

They seem certain that they have more freedom, better laws and strong­er leaders.

But even the most\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Americans have a few doubts. PATRIOT

зо

**31** П

**29** There are not enough clever teachers, and too many clever ,

But Americans feel confident that they can change things that don’t work.

Americans want to be proud of their President. They like him to be good-

,looking, , and a good family man.

They want him to be a good talker. They expect him to keep the prices down at home and to keep the country looking abroad.

RELIGION

POWER

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

The Benefits of Modern Technology

Modern technology has brought about enormous improvements in communications and yet many people are still very worried **32** \_\_\_\_\_\_\_using the latest computer tech­nology. I am often surprised to meet people who still don’t know what the ‘e’ in e-mail stands for and they are too **33**\_\_\_\_\_\_\_\_ to ask. They assume you have to be skilled **34**\_\_\_\_\_\_\_computers to send a message via e-mail but in fact it is the simplest thing in

the world.

It is also cheaper to send an e-mail message than to send an ordinary letter or a ‘snail’ message which also takes much longer. An e-mail message is only **35**\_\_\_\_\_more expen­sive than a local telephone call to send; on top of the call itself you also have to pay a fee to your ‘server’. If you send a letter by **36\_\_\_\_\_\_\_**mail it will take a couple of days to get there whereas an e-mail will not take longer than a few seconds.

Once you become **37** to using the system you will be amazed at how much more **38\_\_\_\_** it is than other means of communication. Of course, before you have access to e-mail, you will need a fairly powerful computer, which can be quite ex­pensive.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 32 | 1)about | 2) for | 3) at | 4) with as |
| 33 | 1) embarrassing | 2) embarrassed | 3) exhausting | 4) exhausted |
| 34 | 1)into | 2)about | 3) to | 4) in |
| 35 | 1) little | 2) slightly | 3)less | 4)least |
| 36 | 1) second-hand | 2) low-paid | 3) part-time | 4) first-class |
| 37 | 1)capable | 2) accustomed | 3) clever | 4) good |
| 38 | 1) confident | 2) certain | 3) efficient | 4) skilful |

28 \_\_\_\_\_\_\_\_\_is one problem area, and so is the law**.** EDUCATE

LAW

\_\_\_

Раздел 4. ПИСЬМО

Для ответов на задания **39 и 40** используйте бланк ответов № 2. Черновые пометки мож­но делать прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 особое внимание обратите на то, что Ваши ответы будут оцени­ваться только по записям, сделанным в БЛАНКЕ ОТВЕТОВ № 2. Никакие записи чернови­ка не будут учитываться экспертом. Обратите внимание также на необходимость соблюде­ния указанного объёма текста. Тексты недостаточного объёма, а также часть текста, пре­вышающая требуемый объём, не оцениваются. Запишите сначала номер задания (**39, 40**), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

39

**40**

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 cant* 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.

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