

Серия
«Школьные олимпиады»

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АНГЛИЙСКИЙ ЯЗЫК

ТИПОВЫЕ ЗАДАНИЯ
ДЛЯ ПОДГОТОВКИ К ОЛИМПИАДАМ

7–11 КЛАССЫ

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В книге представлены олимпиадные тестовые задания с ответами по английскому языку для учащихся 7–11 классов. Предлагаемый авторами комплексный материал, нацеленный на выявление и улучшение уровня фонетических, грамматических, лексических познаний, поможет педагогу успешно подготовить школьников старших классов к олимпиадам различного уровня, послужит стимулом развития творческих способностей, способствует пробуждению познавательного интереса к изучаемому предмету. Книга будет полезна и педагогам, и учащимся старших классов.

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От автора

Дорогие ребята!

С каждым годом изучение английского языка становится все более нужным и важным. Хорошее знание английского в современном мире является приоритетом и преимуществом для тех, кто хочет открывать и исследовать новые страны, кто хочет учиться и развиваться, путешествовать и заводить друзей в любой стране мира. Английский язык является не только государственным языком в таких странах, как Великобритания, США, Австралия, Новая Зеландия и других, но он также имеет значение глобального языка, языка межнационального общения. Это язык политики, бизнеса, спорта, компьютерных технологий. Основные цели и задачи олимпиады — выявление и развитие у обучающихся творческих способностей и интереса к английскому языку, создание необходимых условий для поддержки одаренных детей, популяризация лингвистических и социокультурных знаний, связанных с историей и современным функционированием различных вариантов английского языка и историей и культурой англоязычных стран. Чтобы стать участником олимпиады, ученик должен быть начитанным, сообразительным и любить иностранный язык. Чтобы стать победителем или призером олимпиады, нужно очень долго и тщательно к ней готовиться. Помимо изучения лексики и грамматики, требуется также знать историю страны изучаемого языка, ее культуру, традиции и обычаи.

Сегодня проводится очень много олимпиад по английскому языку разного уровня. Это олимпиады школьного, регионального, муниципального, всероссийского и международного уровней. В «Положении о Всероссийской олимпиаде школьников» выделяются следующие этапы олимпиады: (http://www.edu.ru/db/mo/Data/d_09/prm695-1.htm)

Этапы олимпиады	Характеристика этапа
Школьный	Организуется образовательными учреждениями; проводится в октябре — ноябре ; участие могут принимать желающие учащиеся 5—11 классов образовательных учреждений; проводится по заданиям, разработанным предметно-методическими комиссиями муниципального этапа олимпиады
Муниципальный	Организуется органами местного самоуправления в сфере образования; проводится в ноябре — декабре ; участие могут принимать учащиеся 7—11 классов образовательных учреждений, ставшие победителями и призёрами предыдущего этапа, а также победители и призёры муниципального этапа предыдущего учебного года, если они продолжают обучение в образовательных организациях; проводится по заданиям, разработанным предметно-методическими комиссиями регионального этапа олимпиады
Региональный	Организуется органами государственной власти субъектов Российской Федерации в сфере образования; проводится в январе — феврале ; участие в нём могут принимать учащиеся 9—11 классов образовательных учреждений, ставшие победителями и призёрами предыдущего этапа, победители школьного этапа олимпиады текущего учебного года из числа обучающихся образовательных организаций Российской Федерации, расположенных за пределами территории Российской Федерации либо на территории военных городков и гарнизонов, расположенных в труднодоступных местностях, а также победители и призёры регионального этапа предыдущего учебного года, если они продолжают обучение в образовательных организациях; проводится по олимпиадным заданиям, разработанным центральной предметно-методической комиссией олимпиады

Этапы олимпиады	Характеристика этапа
Заключительный	Организуется Министерством образования и науки Российской Федерации; проводится в марте— апреле ; участвуют победители и призёры заключительного этапа олимпиады предыдущего учебного года, если они продолжают обучение в образовательных организациях, а также победители и призёры регионального этапа олимпиады текущего учебного года, набравшие необходимое для участия в заключительном этапе олимпиады количество баллов, определяемое Рособразованиём

Для школьного и муниципального этапов действует пункт Положения, согласно которому участники, набравшие максимальное количество баллов, могут быть признаны победителями только при условии, что количество набранных ими баллов превышает половину максимально возможных баллов. Поэтому возможна ситуация, при которой победители тура не будут определены вовсе (что не относится к призёрам). Количество призёров школьного этапа определяется квотой, установленной организатором муниципального этапа, а число призёров муниципального этапа — квотой регионального.

Победителями регионального и заключительного этапов олимпиады признаются участники, набравшие наибольшее число баллов. Число призёров регионального этапа не может составлять более 25%, призёров заключительного этапа — более 30%, победителей заключительного этапа — более 8% от числа участников этапа, согласно пункту 24 Порядка проведения Всероссийской олимпиады школьников, утвержденного приказом Минобрнауки России от 18 ноября 2013 г. № 1252 (зарегистрирован Минюстом России 21 января 2014 г., № 31060).

Победители и призёры заключительного этапа олимпиады принимаются без вступительных испытаний в государственные и муниципальные средние профессиональные и высшие учебные заведения в соответствии с профилем олимпиады.

Школьный этап олимпиады проводится в один день. В олимпиаде могут принять участие все желающие учащиеся 5—11 классов без предварительного отбора. Задания составлены

для двух возрастных групп: 7–8, 9–11 классы. Каждой из них предлагается свой вариант **тестовых вопросов**. Победитель и призеры определяются в каждой группе.

В программу школьного этапа олимпиады включены следующие конкурсы:

5–6 класс (67 баллов) 55 минут

- чтение
- лексика
- грамматика
- страноведение

7–8 класс (74 балла) 55 минут

- конкурс понимания письменной речи (*Reading*) (16 баллов)
- лексико-грамматический тест (*Use of English*) (34 балла)
- говорение (*Put the dialogue in the correct order*) (10 баллов)
- страноведческий конкурс (*Socio-Cultural Competence*) (8 баллов)
- конкурс письменной речи (*Writing*) (6 баллов)

9–11 классы (61 балл) 80 минут

- лексико-грамматический тест (*Use of English*), 3 задания
- понимание письменного текста (*Reading*), 3 задания
- конкурс письменной речи (*Writing*) (6 баллов)

1. *Use of English* (лексико-грамматический тест) — за каждый правильный ответ дается 1 балл.

В первом задании учащимся предлагается образовать составные существительные по одной из тем школьной программы, подобрав пары из двух колонок.

Во втором задании необходимо заполнить пропуски в предложениях близкими по значению словами.

В третьем задании необходимо заполнить пропуски подходящими по смыслу фразовыми глаголами.

2. *Reading* (понимание письменного текста) — 24 балла (за каждый правильный ответ дается 1 балл).

В первом задании учащимся предлагается вставить в текст части придаточных предложений, вырванных из контекста.

Во втором задании необходимо подобрать заголовки к каждой части статьи.

В третьем задании необходимо определить место предложений в тексте.

3. *Writing* — написание личного письма — 6 баллов.

Программа была определена предметно-методической комиссией.

4. Система оценивания заданий.

Из состава учителей английского языка в школе формируется жюри, если школа имеет несколько преподавателей английского языка. Жюри оценивает работы и определяет победителей.

4.1 В конкурсе понимания письменной речи и в лексико-грамматическом тесте за каждый правильный ответ участник получает установленное жюри количество баллов.

Максимальный (итоговый) балл:

5–6 класс: 67 баллов

7–8 класс: 74 балла

9–11 класс: 61 балл

5. Подведение итогов.

- Для школьного этапа победители и призеры определяются отдельно по 3 группам: 5–6 классы, 7–8 классы, 9–11 классы. Итоговый результат каждого участника подсчитывается как сумма баллов за выполнение каждого задания и заносится в итоговый протокол.
- Количество победителей школьного этапа олимпиады по английскому языку — не более 1 (одного). Количество призеров школьного этапа олимпиады определяется квотой призеров и победителей, которая соответствует 20% от общего числа участников олимпиады. В случае, когда у участников оказывается одинаковое количество баллов, решение по определению призеров принимает жюри школьного этапа олимпиады.
- Участники школьного этапа олимпиады, набравшие наибольшее количество баллов, признаются победителями школьного этапа олимпиады при условии, что количество набранных ими баллов превышает половину максимально возможных баллов. В случае, когда победители не определены, в школьном этапе определяются только призеры.
- Окончательные результаты участников фиксируются в итоговой таблице, представляющей собой ранжированный список участников, расположенных по мере убывания набранных ими баллов. Участники с одинаковыми

баллами располагаются в алфавитном порядке. На основании итоговой таблицы и в соответствии с квотой, установленной оргкомитетом, жюри определяет победителей и призеров школьного этапа олимпиады.

В программу муниципального этапа олимпиады включены следующие конкурсы:

- конкурс понимания устной речи (*Listening*)
- конкурс понимания письменной речи (*Reading*)
- лексико-грамматический тест (*Use of English*)
- конкурс письменной речи (*Writing*)
- конкурс устной речи (*Speaking*).

Олимпиада проводится в два этапа:

1-й день — письменная часть;

2-й день — устная часть.

Порядок проведения конкурсов и их продолжительность

Продолжительность:

- конкурса понимания устной речи (*Listening*) — 20 мин.
- конкурса понимания письменной речи (*Reading*) — 60 мин.
- лексико-грамматического теста (*Use of English*) — 45 мин.
- конкурса письменной речи (*Writing*) — 45 мин.
- конкурса устной речи (*Speaking*) — 10–12 мин. (на пару участников)

Предметно-методическая комиссия муниципального этапа считает целесообразным сокращение количества письменных конкурсов для 7–8 классов.

Продолжительность конкурсов для 7–8 классов:

- конкурса понимания письменной речи (*Reading*) — 45 мин.
- лексико-грамматического теста (*Use of English*) — 40 мин.
- конкурса устной речи (*Speaking*) — 8–10 мин. (на пару участников).

При подготовке олимпиадных заданий подготовлены 2 пакета заданий разного уровня сложности:

- для 7–8 классов — уровень сложности заданий определен предметно-методической комиссией регионального этапа олимпиады (A1, A2, B1);
- для 9–11 классов — уровень сложности заданий определен предметно-методической комиссией регионального этапа олимпиады (B1, B2, C1).

Единый комплект заданий для 9–11 классов обусловлен тем, что на региональном и заключительном этапе разрабатывается единый комплект заданий для 9–11 классов.

Критерии оценивания конкурсов муниципального этапа разрабатываются соответствующей предметно-методической комиссией. Комиссия может вводить коэффициенты с учетом сложности и количества заданий. Ниже приводятся критерии оценивания конкурсов, применявшиеся Центральной предметно-методической комиссией на региональном и заключительном этапах олимпиады прошлых лет для учащихся 9–11 классов.

1. *Listening* (аудирование) — от 20 до 30 баллов (за каждый правильный ответ дается 1 балл, всего от 20 до 30 вопросов).

2. *Use of English* (лексико-грамматический тест) — от 20 до 30 баллов (за каждый правильный ответ дается 1 балл, всего от 20 до 30 вопросов).

3. *Reading* (чтение) — от 20 до 30 баллов (за каждый правильный ответ дается 1 балл, всего от 20 до 30 вопросов).

4. *Writing* (письмо) — 20 баллов (оценивается по Критериям оценивания конкурса письменной речи).

5. *Speaking* (устная речь) — 20 баллов (оценивается по Критериям оценивания конкурса устной речи).

Система оценивания заданий

Процедура оценивания заданий и критерии оценивания.

Процедура проверки письменных работ включает следующие этапы:

- фронтальная проверка одной (случайно выбранной и отскерокопированной для всех членов жюри) работы;
- обсуждение выставленных в ходе фронтальной проверки оценок с целью выработки сбалансированной модели проверки;
- индивидуальная проверка работ членами жюри: каждая работа проверяется в обязательном порядке двумя членами жюри независимо друг от друга (каждый член жюри получает чистую копию работы без каких-либо пометок).

Члены жюри записывают замечания и выставляют баллы не в работе, а в своем бланке протокола. Итоговым баллом является средний балл между баллами, выставленными двумя членами

жюри, проверяющими работу. В случае значительного расхождения выставленных оценок (расхождение оценок более 3 баллов) назначается еще одна проверка, затем выставляется средняя оценка между двумя ближайшими баллами (третья оценка при этом не учитывается). Если после третьей проверки все три оценки значительно расходятся (расхождение оценок более 3 баллов), работа считается «спорной». «Спорные» работы проверяются и обсуждаются коллективно.

Проведение и оценивание конкурса устной речи должно быть описано с учетом следующих пунктов:

- устное выступление каждой пары участников оценивается двумя членами жюри в аудитории;
- все этапы устного ответа (монолог + беседа) записываются на магнитофон или осуществляется цифровая запись на компьютере при наличии необходимого оборудования;
- при заполнении протокола членами жюри выставляется оценка каждому участнику пары;
- эта оценка является средней оценкой двух членов жюри;
- за монолог и диалог выставляется одна общая оценка (см. Критерии оценивания конкурса устной речи);
- в случае значительного расхождения мнений членов жюри (если расхождение оценок членов жюри более 3 баллов) принимается решение о коллективном прослушивании сделанной записи устного ответа и оценка выставляется всеми членами жюри.

Критерии оценивания конкурсов разработаны соответствующей предметно-методической комиссией. Комиссия может вводить коэффициенты с учетом сложности и количества заданий.

Задания регионального тура

Конкурсы первого тура:

Конкурс понимания устного и письменного текстов — 40 баллов (за каждый правильный ответ дается 1 балл, всего 40 вопросов).

- Лексико-грамматический тест — 30 баллов (за каждый правильный ответ дается 1 балл, всего 30 вопросов).
- Конкурс письменной речи — 20 баллов.

Конкурс второго тура:

Конкурс устной речи — 20 баллов.

Структура заданий заключительного этапа олимпиады для 9–11 классов на примере заданий заключительного этапа олимпиады 2015–2016 года:

1. Аудирование (1 час 15 мин):

задание 1 (*True or False*) — 10 вопросов,

задание 2 — выбрать правильный ответ из 3 предложенных (15 вопросов).

2. Интегрированное аудирование и чтение — ответить на 10 вопросов.

3. Чтение.

Прочитать текст и выполнить три задания, состоящих из 15 вопросов. Например, найти информацию в тексте по данным фактам, выбрать правильные ответы на предложенные вопросы, выбрать, верны или не верны данные утверждения.

4. Лексика и грамматика — 60 минут.

Соотнести существительные с фразовыми глаголами — 8 вопросов, заполнить пропуски в тексте подходящими словами из списка — 15 вопросов.

Заполнить пропуски словами, подходящими по смыслу и по рифме (на примере песен), — 10 вопросов.

Определить британский или американский вариант английского языка — 7 вопросов.

5. Письмо — 1 час 15 минут.

Написать по предложенному заданию и теме сообщение-отчет (*a report*).

6. Говорение в форме монологов и диалогов.

Один из самых эффективных способов подготовки к олимпиадам — это решение олимпиадных заданий. Именно такие задания для подготовки к олимпиаде представлены в нашей книге. Задания подобраны в соответствии с действующей учебной программой. У нас вы найдете тесты по английскому языку и задания с ответами для 7–11 классов. Для каждого класса составлен отдельный комплект заданий.

Обратите внимание: у нас представлены примерные варианты заданий олимпиад по английскому языку с ответами. На региональной или школьной олимпиаде ученику могут быть предложены варианты заданий, отличные от предложенных по содержанию и структуре.

Наш учебник станет помощником для учителей, учащихся и их родителей. Благодаря наличию правильных ответов, примерные варианты олимпиадных заданий по английскому языку из нашего учебника можно использовать при подготовке к разным уровням олимпиады.

Также в учебнике вы найдете советы, как выполнять письменные задания. Например, как правильно написать деловое письмо, статью, рассказ и т.д.

Уделите подготовке к олимпиаде достаточно времени и вы не пожалеете! Упорства и терпения вам в изучении английского языка.

Прежде чем начать подготовку к олимпиаде, определите свой уровень знания английского языка. Ниже представлены три теста, которые помогут вам определиться с уровнем.

Тесты на определение уровня

Beginner or elementary?

- What's _____ opinion? She likes it.
 - my
 - your
 - his
 - her
- My mother basically likes tea, but today she _____ coffee.
 - drank
 - drink
 - is drinking
 - drinks
- Is _____ your book over there?
 - that
 - this
 - these
 - those
- _____? – I'm a doctor.
 - What are you doing?
 - How are you?
 - How do you do?
 - What do you do?
- There are _____ apples in the basket.
 - any
 - some
 - a
 - the
- The news _____ very important.
 - is
 - are
 -
 - am

7. The dog is old and it can't _____ well.
 a) heard
 b) to hear
 c) hear
 d) listen
8. I wonder where _____.
 a) is my watch
 b) my watch is
9. My granny can do this task _____.
 a) easy
 b) most easy
 c) easily
 d) easiest
10. Your dress is _____ lovely!
 a) such
 b) so
 c) the
 d) this
11. My father's hobby is so exciting that his friends are so interested in _____.
 a) them
 b) her
 c) their
 d) it
12. There isn't _____ milk in the jug.
 a) many
 b) few
 c) much
 d) a few
13. Our friends' child is _____ than ours.
 a) much more smaller
 b) the smallest
 c) much smallest
 d) much smaller

14. The teachers in this school _____ after the children with love and care.
 a) do looks
 b) looks
 c) do look
 d) look
15. Do it _____. You have enough knowledge.
 a) your
 b) oneself
 c) yours
 d) yourself
16. My son _____ football and baseball very professionally.
 a) cans play
 b) can plays
 c) can play
 d) can to play
17. Do you read novels? No, I _____ read novels. I hate them.
 a) always
 b) never
 c) often
 d) usually
18. The cat looked ___ the dog with great interest.
 a) with
 b) for
 c) at
 d) after
19. My birthday is on _____.
 a) seven December
 b) the seventh of December
 c) seventh of December
 d) the seven of December

20. I can't go with you. I _____ my leg last week.
 a) broke
 b) broked
 c) broke
 d) broken

Answers

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

Твой уровень:
beginner, если ты ответил правильно на 1–18 вопросов;
elementary, если ты ответил правильно на 19–20 вопросов.

Pre-Intermediate or Intermediate?

1. Have you checked _____ tests?
 a) everybody
 b) everybody's
 c) everybodys'
 d) everybodies
2. We went to the mountains _____ the bad weather.
 a) despite of
 b) despite in
 c) in spite
 d) in spite of
3. If you see any unfamiliar word, _____ in the dictionary.
 a) chase it up
 b) find it out
 c) look it up
 d) search it

4. Did you manage to bring all these heavy boxes _____?
 a) all on yourself
 b) all at yourself
 c) all with yourself
 d) all by yourself
5. My mom makes me _____ vegetables, but I like sweets.
 a) eat
 b) eating
 c) to eat
 d) to eating
6. He was innocent. You were rude _____ him unfairly.
 a) at
 b) to
 c) with
 d) on
7. When I was a young girl, I _____ to the kindergarten with great pleasure.
 a) used to go
 b) used to going
 c) was used to go
 d) use to went
8. She _____ reading the book by the end of the next week.
 a) shall finish
 b) is finishing
 c) will have finished
 d) will be finishing
9. The Browns have already packed all their things. They _____ next week.
 a) will leave
 b) are leaving
 c) will be leaving
 d) will have left

10. This time tomorrow my children _____ in the countryside.
 a) will play
 b) are playing
 c) will be playing
 d) will have played
11. He has got only one chair. Where is _____?
 a) other
 b) the others
 c) another
 d) the other
12. She didn't know that he _____ her.
 a) didn't believe
 b) wouldn't believe
 c) will not believe
 d) is not going to believe
13. _____ five days had passed before they met again.
 a) other
 b) the other
 c) another
14. Bob and Mike went to the airport to see their granny
 _____.
 a) down
 b) off
 c) on
 d) away
15. I _____ my old friend since we _____ from the university.
 a) haven't met/graduated
 b) didn't meet/graduated
 c) didn't meet/have graduated
 d) haven't met/have graduated
16. If the weather _____ fine tomorrow, we will go to the country.
 a) does
 b) is
 c) has
 d) was

17. The little boy almost never sleeps in the afternoon,
 _____?
 a) is he
 b) doesn't he
 c) does he
 d) isn't he
18. My teacher speaks English fluently. _____.
 a) So I speak
 b) So I do
 c) So am I
 d) So do I
19. I _____ supper when my daughter _____ home.
 a) cook/was coming
 b) was cooking/came
 c) cooked/came
20. _____ people came to the meeting.
 a) only few
 b) only little
 c) only a few
 d) only a little

Answers

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

Твой уровень:

pre-intermediate, если ты правильно ответил на 1–17 вопросов;
intermediate, если ты правильно ответил на 18–20 вопросов.

Upper-Intermediate or Advanced?

1. Hardly _____ the office my boss _____.
 - a) have I left, than, will arrive
 - b) had I left, when, arrived
 - c) I had left, then, had arrived
 - d) was I leaving, as, was arriving

2. She is going to have her wedding dress _____. The bride _____ gorgeous.
 - a) to make, will be
 - b) to be made, is
 - c) made, should look
 - d) being made, be

3. The party appeared _____ so boring that the friends guessed they _____ it better.
 - a) being, had to prepare
 - b) to be prepared, is
 - c) to be, must have prepared
 - d) having been, were to prepare

4. I came to the club at 6 o'clock. But I _____ because they _____.
 - a) needn't have hurried, had already left
 - b) needn't hurry, have already left
 - c) wouldn't have hurried, had already left
 - d) shouldn't hurry, have already left

5. If you _____ Spanish at the university, you _____ it now.
 - a) learnt, would teach
 - b) had learnt, would teach
 - c) would learn, would teach

6. I don't feel like _____ to the cinema today.
 - a) to go
 - b) for going
 - c) go
 - d) going

7. _____ poor have any chances to become rich?
 - a) does
 - b) do
 - c) does the
 - d) do the

8. Would you mind _____, please?
 - a) to go shopping
 - b) go shopping
 - c) going shopping
 - d) to the shop going

9. They are looking forward _____ to a new house.
 - a) to moving
 - b) to move
 - c) for moving
 - d) of moving

10. You _____ your plane tickets in advance.
 - a) had better to book
 - b) had better book
 - c) had to better book
 - d) had to book better

11. She _____ you, but she didn't.
 - a) could help
 - b) could be help
 - c) could have helped
 - d) could had helped

12. I suggest _____ as soon as possible. I _____ before sunset.
 - a) us to start, would rather to finish
 - b) our starting, had rather finish
 - c) us starting, would prefer to finish
 - d) our starting, would rather finish

13. There is no point _____ him. He is _____ last man in the world _____ by such things.
 - a) to persuade, the, to worry
 - b) to persuade, _____, to worry
 - c) persuading, a, be worried
 - d) in persuading, the, to be worried

14. Did you remember _____ the letter I gave you? — Yes, I remember _____ it two days ago.
 a) to post, posting
 b) to post, to post
 c) posting, to post
 d) posting, posting
15. While our lunch _____, I _____ him the photos which impressed him _____.
 a) was making, showed, greatly
 b) was being made, showed, great
 c) had been made, showed, great
 d) was being made, showed, greatly
16. She was _____ go to bed when her friend came.
 a) on the point of
 b) just
 c) about to
 d) nearly
17. The past hurricane is reported not _____ damage to the people's houses.
 a) caused many
 b) to have caused much
 c) to cause much
 d) having caused many
18. But for the snow we _____ for a walk long ago.
 a) went
 b) have gone
 c) would have gone
 d) would be going
19. How I wish we _____ them!
 a) didn't meet
 b) hadn't met
 c) wouldn't meet
 d) wouldn't have met

20. Try to treat him as if nothing _____.
 a) had happened
 b) happened
 c) was happened
 d) has happened

Answers

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

Твой уровень:

upper-intermediate, если ты ответил правильно на 18 вопросов;
advanced, если ты ответил правильно на 19–20 вопросов.

Итак, если ты определился со своим уровнем, начинай выполнять задания. Задания разделены по уровням (*pre-intermediate-intermediate*) 7–8 классы, (*intermediate-upper-intermediate*) 9–11 классы.

Также все задания разделены на четыре группы по видам речевой деятельности:

- лексико-грамматические,
- задания на чтение,
- задания на развитие навыков письма,
- задания на развитие навыков говорения.

Тренировочные упражнения

7-8 классы

Grammar and vocabulary exercises

Ex. 1. Put articles where necessary.

1. ___ Bermuda Triangle is located in ___ Atlantic Ocean.
2. The longest river of the world is ___ Nile River.
3. The lowest lake of the world is ___ Dead Sea, the deepest lake is ___ Lake Baikal.
4. ___ Lake Superior is the largest of ___ Great Lakes.
5. In ___ Atlantic Ocean, ___ American Mediterranean Sea is the combination of the seas of ___ Gulf of Mexico and ___ Caribbean Sea.

Ex. 2. Insert prepositions.

1. Is John still working ___ his project?
2. The baby smiled ___ his granny.
3. "Let's meet at the cinema ___ eleven." "Ok."
4. I am sure the Ivanovs usually have tea _____ half past four.
5. Mary is not ___ holiday. She's ___ Italy ___ business.
6. "Is Mr Black ___ Russia?" "No, he's Spain."
7. She isn't ___ the country. She's ___ Brighton ___ the seaside.
8. Can you phone me ___ my place ___ five?
9. "Is your son still ___ college?" "Yes, he's ___ a technical college ___ Moscow."
10. You can leave him a message ___ his office.

Ex. 3. Open the brackets using the verbs in their correct forms: Present Simple, Future Simple, Present Continuous or be going to.

1. When you _____ (know) your exam results?
2. Danny _____ (travel) to the Caucasus next summer to visit his relatives.

3. Do you have any plans for dinner today? — I _____ (meet) Sharon at the Indian Cafe in three hours. Do you want to join us?
4. I _____ (buy) a mobile phone for my son for his birthday next year. Do you know anything about mobiles for teens? — Sure. What are you interested in?
5. How do you like your new partner? — I don't meet her until tomorrow. I _____ (give) you an answer the day after tomorrow.
6. I believe he _____ (talk) about his new girl friend.
7. Why are you packing your suitcase? — I _____ (leave) for London in a day.
8. My regular doctor, Dr. Bells, _____ (attend) a conference in Washington, D.C. next week, so I hope I _____ (meet) her partner, Dr. Harrison, when I _____ (go) for my appointment next Tuesday.
9. What time _____ class (begin) tomorrow morning? — It _____ (begin) at eight thirty.
10. The coffee shop _____ (open) at ten o'clock tomorrow morning. I'll meet you there at 10:15. — Okay. I'll come anyway.

Ex. 4. Open the brackets using the verbs in Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple tenses.

1. When are you going to finish with the dishes? You _____ (wash) them for ten minutes or more. How long will it take you to wash the dishes?
2. We _____ (go) to the Italian restaurant many times. The food is excellent.
3. A: What is that sound? B: A car alarm _____ (ring) somewhere down the street. It _____ (drive) me mad — I wish it would stop! It _____ (ring) for more than half an hour.
4. Can you translate this note from Hague? I understood Dutch when I _____ (be) a child, but I _____ (forget) it all.
5. What's that dent in the side of the car? You _____ (have) an accident?
6. I'm sorry, Pete's not here; he _____ (go) to the clinic. He _____ (have) trouble with his stomach for some time.
7. This Walkman is broken. You _____ (play) about with it?

8. Your Italian is very good. You _____ (study) it long?
9. Do you mind if I clear the table? You _____ (have) enough to eat?
10. Ann never _____ (go) to the mountains. She _____ (not sleep) in a tent.
11. Freddy, where have you been? We _____ (wait) for you since morning.
12. I'm not surprised he _____ (fail) that exam. He _____ (not / work) hard at all.

Ex. 5. Match the words with their definitions.

1. fierce	a. causing great wonder, admiration or pleasure
2. idle	b. angry, violent and likely to attack
3. ability	c. a sharp end
4. gifted	d. able to feel strongly
5. absorb	e. an unfilled job
6. illiterate	f. lazy, wasting time
7. flame	g. to take in or soak up
8. float	h. to put
9. point	i. having one or more special abilities
10. injury	j. the fact of having special skills or power to achieve success
11. marvellous	k. easy to see and understand
12. passionate	l. a person, an adult who cannot learn and write
13. waste	m. to rest or move slowly on the surface of a liquid without sinking
14. vacancy	n. a physical hurt or wound
15. obvious	o. red or yellow burning
16. enclose	p. to use wrongly

Ex. 6. Form adjectives from verbs and nouns using suffixes from the box

-able -al -y -ous -less -ent -ive -ish ic -ful

enjoy music excel hope artist child act hope glamour sport
rely nature differ pain (2) science fool create danger health accept
environment depend use (2) self attract fame luck

Ex. 7. Form compound adjectives.

1. kind	-minded
2. open	
3. fair	
4. scruffily	-hearted
5. cold	
6. broad	
7. blue	-dressed
8. well	
9. hard	
10. smartly	-skinned
11. narrow	
12. black	
13. dark	-eyed
14. brown	
15. thick	
16. light	-haired

Ex. 8. Form antonyms from the words in the box.

dis- il- im- in- ir- un-

*Employment obedient regular responsible possible agree happy
convenient legal accurate reliable moral reversible mature
approve legally dependent logical*

Ex. 9. Match the verbs 1-12 with the correct preposition a-l.

Verb	Preposition
1. think	a. about something
2. believe	b. to something
3. know	c. of something

Verb	Preposition
4. laugh	d. in doing something
5. suspect someone	e. for an exam
6. succeed	f. on something
7. be dedicated	g. in something
8. study	h. with something
9. experiment	i. from doing something
10. help	j. about something
11. depend	k. on animals
12. discourage someone	l. at something

Ex. 10. Match the idioms 1–10 with their Russian translation a–j

1. all ears	a. человек умственного труда
2. on cloud nine	b. скряга
3. a couch potato	c. светский человек
4. behind the times	d. паинька
5. a man of his word	e. вся внимание
6. a cheapskate	f. на седьмом небе от счастья
7. a white-collar worker	g. лежебока
8. a goody two-shoes	h. человек слова
9. down-to-earth	i. отставать от жизни
10. a social butterfly	j. приземленный

Ex. 11. Match the idioms with their Russian meanings

1. to tickle the ivories	a. потерять самообладание
2. to follow father's footsteps	b. написать пару строк
3. to lose temper	c. разболтать секрет
4. to catch red-handed	d. забрать свои слова обратно
5. to drop a line	e. прийти в ярость
6. to spill the beans	f. играть на фортепиано
7. to kick the habit	g. избавиться от привычки
8. to cost an arm and a leg	h. поймать с поличным
9. to hit the roof	i. идти по стопам отца
10. to eat words	j. стоять целое состояние

Ex. 12. Match the proverbs with their Russian equivalents

1. One man, no man.	a. Лучше поздно, чем никогда
2. Lend your money and lose your friend	b. Всеу свое время
3. A good Jack makes a good Jill	c. Легко пришло, легко ушло
4. There is no bad weather, there are bad clothes	d. Больше денег — больше хлопот
5. He is rich enough who has true friends	e. Друг познается в беде
6. Money makes dogs dance	f. Не все ненастье, будет и ведро
7. Better late than never	g. Не имей сто рублей, а имей сто друзей
8. Poverty is no sin	h. Яблоко от яблони далеко не падает
9. A great fortune is a great slavery	i. Хочешь потерять друга — одолжи ему деньги
10. To everything there is a season	j. Один в поле не воин
11. East or West — home is best	k. Дома лучше
12. Good clothes open all doors	l. У природы нет плохой погоды
13. Home is where the heart is	m. У хорошего мужа и жена хороша
14. They must hunger in winter that will not work in summer	n. Бедность не порок
15. A friend in need is a friend indeed	o. С деньгами на свете, так и дурак ездит в карете
16. After rain comes fine weather	p. По одежке встречают
17. Easy come, easy go	q. Кто ленив сохой, тому весь год плохой.
18. An apple never falls far from the tree	r. В гостях хорошо, а дома лучше

Ex. 13. Look carefully at each line. Some of the lines are correct and some have the word that should not be there. If a line is correct, put (+) at its end, if a line has a word which should not be there, write the word down.

1. **Robert Burns**, the great Scottish poet, loved common people and wrote for them. ____
2. Though he had little more formal education, he was well read and talented. _____
3. He began to be recognized as a poet when his first poems were published in 1786. ____
4. He was known as a very witty man. One day when the Burns was walking near _____
5. the docks, he heard a cry for help. He ran towards the water. At that moment he _____
6. saw a young sailor to jump off a boat that stood near the dock. The sailor began to ____
7. swim towards the man who was calling for help. Though it was not easy, the sailor ____
8. saved the man. The man who was saved from drowning was a very rich merchant. ____
9. He thanked the brave sailor and gave to him a shilling. The sailor was embarrassed. ____
10. A large crowd of people gathered round them. All the people considered the sailor ____
11. to be a hero. They were displeased with when the rich man gave the brave soldier ____
12. only a shilling. Many of the people shouted loudly and protested against it. But the rich _
13. merchant did not pay any attention to them. At the moment Robert Burns approached ____
14. the crowd and wondered what the matter was. He was told by the whole story. _____
15. He was not surprised at the behaviour of the rich merchant and said: _____
16. «Let him alone. The gentleman is the most best judge of what his life is worth». _____

Ex. 14. Put the verbs in the correct form.

1. I remember (meet) them at the seaside.
2. Do you remember (pay) the bill?
3. Remember (lock) the door when you leave.
4. I forgot (ask) her mobile phone number.
5. Pete is trying to stop (smoke).
6. The driver stopped his car (buy) some cigarettes.
7. My friend regretted (inform) that she wouldn't come.
8. I've always regretted (miss) my violin lessons.
9. I regret (tell) you that she was innocent.
10. Stop (talk) and listen to me.

Ex. 15. Match the jobs and their definitions. There are three extra definitions you do not need to use.

1. a butcher	A. serves food
2. a journalist	B. serves in the military forces
3. a florist	C. sells meat
4. an officer	D. writes about different events
5. a waiter	E. dances on the stage
6. a scientist	F. a skilled cook
7. a chef	G. gives knowledge
8. a teacher	H. treats people
9. a guide	I. builds houses
10. a doctor	J. a person who sells flowers
	K. looks after babies
	L. works in the fields of chemistry, biology, physics, etc.
	M. shows places to tourists

Ex. 16. Circle the correct words.

Papua New Guinea Reconciliation

In Papua New Guinea, the descendants of cannibals who killed and ate four Fijian missionaries in 1878 have 1 _____ (apologized/ regretted) for their ancestors' actions. They held a reconciliation

2 _____ (ceremony/festival), which was attended by thousands of people, in the East New Britain 3 _____ (province/country) where they were killed.

The missionaries were part of a 4 _____ (group/gang) of Methodist ministers and teachers who arrived in 1875 to spread Christianity. The murders three years later, by Tolai 5 _____ (tribes/nations) people, on the Gazelle Peninsula, triggered angry reprisals. The English pastor who was 6 _____ (head/commander) of the mission, George Brown, avenged the killings by 7 _____ (taking/took) in an expedition that resulted in the deaths of a 8 _____ (number/quantity) of tribes people and the burning of several villages.

Candles 9 _____ (were lit/lit) in memory of the four. Fiji's High Commissioner in Papua New Guinea, Ratu Isoa Tikoca, 10 _____ (accepted/accepting) the apologies on behalf of the descendants. "We at this juncture are deeply 11 _____ (touching/touched) and wish you the greatest joy of forgiveness as we finally end this record 12 _____ (agreement/disagreement)," he said.

The Governor-General Sir Paulias Matane praised the early missionaries for making the country Christian and called for more people to follow the guiding principles of the religion.

Ex. 17. Complete the article with the correct form of the words in capitals.

The Spy
James Fenimore Cooper

The county of West-Chester, after the British had obtained 1 _____ of the island of New-York, became common ground, in which both parties continued to act for the 2 _____ of the war of the revolution. A large proportion of its 3 _____, either restrained by their 4 _____, or influenced by their fears, affected a neutrality they did not always feel. The lower towns were, of course, more 5 _____ under the dominion of the crown, while the upper, finding a security from the vicinity of the 6 _____ troops, were bold in asserting their 7 _____ opinions, and their right to

POSSESS

REMAIN

INHABIT

ATTACH

PARTICULAR

CONTINENT

govern 8 _____. Great numbers, however, wore masks, which even to this day have not been thrown aside; and many an individual has gone down to the tomb, stigmatized as a foe to the rights of his countrymen, while, in secret, he has been the 9 _____ agent of the leaders of the revolution; and, on the other hand, could the hidden repositories of divers flaming patriots have been opened to the light of day, royal 10 _____ would have been discovered, concealed under piles of British gold.

REVOLUTION

THEY

USE

PROTECT

Ex. 18. Choose the right answer.

Conan Doyle

With the words "Elementary, my dear Watson ...", the most famous detective of all time, Sherlock Holmes, starts to explain a (0) _____ to his friend, Dr. Watson. That phrase has now entered the English language. Sherlock Holmes first 1 _____ in a book called "Study in Scarlet". He became famous in "The Adventures of Sherlock Holmes", first published in the "Strand Magazine". After that came a 2 _____ series of books about him: "The Memoirs of Sherlock Holmes", "The Return of Sherlock Holmes", "The Hound of the Baskervilles", and many others. Many thousands of the Sherlock Holmes books are 3 _____ sold every year. Who invented Sherlock Holmes? Arthur Conan Doyle was his 4 _____. Arthur Conan Doyle was born in Scotland, his parents were Irish. He was a doctor. In 1882 he moved from Scotland to England, to the South Sea near Portsmouth, to 5 _____ a practice. One of the doctors he worked for, Dr. Joseph Bell, was the model for Sherlock Holmes's friend, Dr. Watson. Conan Doyle's medical 6 _____ was a great help to him in his detective stories. Conan Doyle started the fashion of the 7 _____ story. Today the fashion goes on — with Simenon's Inspector Maigret stories and the stories of other writers.

And what 8 _____ of man is Sherlock Holmes? We learn a lot about him from the stories in which he appears. He has a

thin face and intelligent eyes. He speaks when he has something to say. He smokes a 9 _____ (he has a collection of them). He plays the violin. He lives at 221 "B" Baker Street in London. If you go to London, you will not be able to find 221 'B' Baker Street. But 10 _____, you can go to a pub called "The Sherlock Holmes" in Northumberland Street (near Trafalgar Square). In that pub there is a room like Sherlock Holmes's room at 221 'B' Baker Street, as described in Conan Doyle's stories.

- 0 A punishment B deed C crime D action

Example (0) crime

1	A. disappeared	B. appeared	C. came out	D. entered
2	A. whole	B. all	C. half	D. the
3	A. yet	B. already	C. lately	D. still
4	A. creator	B. inventor	C. maker	D. designer
5	A. set up	B. start	C. begin	D. found
6	A. experience	B. practice	C. knowledge	D. skill
7	A. humorous	B. historical	C. horror	D. detective
8	A. kind	B. sort	C. type	D. variant
9	A. pipe	B. cigarette	C. tobacco	D. kalia
10	A. in spite of	B. besides	C. however	D. instead

Ex. 19. Choose the right item

1. **Which/What** would you like — tea or coffee? 2. **Which/What** cities would you like to see? 3. **Which/What** parent is more responsible for the child? 4. **Which/What** is the model of his mobile? 5. **Which/what** films should we see on the topic? 6. **Which/What** qualities do you possess for this job? 7. **Which/What** kind of people do you respect best? 8. **Which/What** would you prefer — mineral water or apple juice? 9. **Which/what** direction shall we follow: right or left? 10. Tell the shop assistant **which/what** colour have you chosen?

READING

Exercises to improve reading skills

Ex. 1. Read the text and match parts of the sentences 1-7 with the gaps A-G

The Norman conquest of England

The conquest of England by the Normans began in 1066 with the battle of Hastings, A _____ The conquest was complete in 1086.

Who were these Normans who conquered England?

They were Vikings or 'Norsemen', men from the North. Some 150 years before the conquest of England they came to a part of France, opposite England, B _____.

What did the Norman Conquest do to England?

It gave it French kings and nobles. The Normans also brought with them the French language. After the Norman Conquest there were three languages in England. C _____ and the language in which all learned men wrote and spoke; the kings wrote their laws in Latin for some time after the Conquest. Then there was French, D _____ and which many people wrote. Finally, there was the English language which remained the language of the masses of the people. Some men might know all these languages; many knew two; E _____. There were some people who understood the French language though they could not speak it. Rich people who owned land, the landowners, often knew French and Latin. But poor people, the peasants did not understand French or Latin. They understood only English.

In time, however, came the general use of the English language. About 1350 F _____ and at that time lived the first teacher who taught his boys to read and write English and to translate, not from Latin into French, but from Latin into English. Then between 1350 and 1400 lived Wyclif G _____, and Chaucer, 'the Father of English poetry'.

But the English language when it came into general use was not quite the same as it was before the Conquest. The grammar remained, but many words came into it from the French language.

1. a part which we now call Normandy.
2. English became the language of law;
3. the language which the kings and nobles spoke
4. but most of the people knew only one
5. where the English fought against the Normans.
6. who made the first complete translation of the Bible into English,
7. There was Latin, the language of the church

Ex. 2. Read the text and choose the right answer (a,b,c) for questions 1–5

Of course you know what is meant by a magnifying glass — one of those round spectacle-glasses that make everything look a hundred times bigger than it is. When anyone takes one of these and holds it to his eye, and looks at a drop of water from the pond yonder, he sees above a thousand wonderful creatures that are otherwise never discerned in the water. But there they are, and it is no delusion. It almost looks like a great plateful of spiders jumping about in a crowd. And how fierce they are! They tear off each other's legs and arms and bodies, before and behind; and yet they are merry and joyful in their way.

Now, there once was an old man whom all the people called Kribble-Krabble, for that was his name. He always wanted the best of everything, and when he could not manage it otherwise, he did it by magic.

There he sat one day, and held his magnifying-glass to his eye, and looked at a drop of water that had been taken out of a puddle by the ditch. But what a kribbling and krabbling was there! All the thousands of little creatures hopped and sprang and tugged at one another, and ate each other up.

“That is horrible!” said old Kribble-Krabble. “Can one not persuade them to live in peace and quietness, so that each one may mind his own business?”

And he thought it over and over, but it would not do, and so he had recourse to magic.

“I must give them color, that they may be seen more plainly,” said he; and he poured something like a little drop of red wine into the drop of water, but it was witches' blood from the lobes of the ear, the finest kind, at nine pence a drop. And now the wonderful little

creatures were pink all over. It looked like a whole town of naked wild men.

“What have you there?” asked another old magician, who had no name — and that was the best thing about him.

“Yes, if you can guess what it is,” said Kribble-Krabble, “I'll make you a present of it.”

But it is not so easy to find out if one does not know.

And the magician who had no name looked through the magnifying-glass.

It looked really like a great town reflected there, in which all the people were running about without clothes. It was terrible! But it was still more terrible to see how one beat and pushed the other, and bit and hacked, and tugged and mauled him. Those at the top were being pulled down, and those at the bottom were struggling upwards.

“Look! look! his leg is longer than mine! Bah! Away with it! There is one who has a little bruise. It hurts him, but it shall hurt him still more.”

And they hacked away at him, and they pulled at him, and ate him up, because of the little bruise. And there was one sitting as still as any little maiden, and wishing only for peace and quietness. But now she had to come out, and they tugged at her, and pulled her about, and ate her up.

“That's funny!” said the magician.

“Yes; but what do you think it is?” said Kribble-Krabble. “Can you find that out?”

“Why, one can see that easily enough,” said the other. “That's Paris, or some other great city, for they're all alike. It's a great city!”

“It's a drop of puddle water!” said Kribble-Krabble.

1. When you look through a spectacle glass at a drop of water, you can see

- A. the whole world around you
- B. some kind of very violent insects
- C. some bacteria and nothing more

2. What kind of person was Kribble-Krabble?

- A. He was very arrogant and selfish
- B. He was indifferent to everything
- C. He wanted to do only good things for everyone

3. What did he think about one day looking through the glass at a drop of water?
- they had to eat each other
 - the creatures didn't have to live together
 - they had to live peacefully and friendly
4. What did Kribble-Krabble decide to do to make the creatures live quietly?
- colour them
 - separate them
 - throw them away
5. What did the other magician compare the life of the creatures with?
- with the noisy and busy street
 - with the life in a mega police
 - with the mess in a puddle

Ex. 3. Read the text and match each paragraph A–D with the topic it covers 1–4:

- | | |
|---|-----------------|
| 1. species of plants and marine animals | paragraph _____ |
| 2. playing during the day | paragraph _____ |
| 3. the bottom of the ocean | paragraph _____ |
| 4. the members of the family | paragraph _____ |

Little Mermaid

- A** Far out in the ocean the water is as blue as the petals of the loveliest cornflower, and as clear as the purest glass. But it is very deep too. It goes down deeper than any anchor rope will go, and many, many steeples would have to be stacked one on top of another to reach from the bottom to the surface of the sea. It is down there that the sea folk live.
- B** Now don't suppose that there are only bare white sands at the bottom of the sea. No indeed! The most marvelous trees and flowers grow down there, with such pliant stalks and leaves that the least stir in the water makes them move about as though they were alive. All sorts of fish, large and small, dart

- among the branches, just as birds flit through the trees up here. From the deepest spot in the ocean rises the palace of the sea king. Its walls are made of coral and its high pointed windows of the clearest amber, but the roof is made of mussel shells that open and shut with the tide. This is a wonderful sight to see, for every shell holds glistening pearls, any one of which would be the pride of a queen's crown.
- C** The sea king down there had been a widower for years, and his old mother kept house for him. She was a clever woman, but very proud of her noble birth. Therefore she flaunted twelve oysters on her tail while the other ladies of the court were only allowed to wear six. Except for this she was an altogether praiseworthy person, particularly so because she was extremely fond of her granddaughters, the little sea princesses. They were six lovely girls, but the youngest was the most beautiful of them all. Her skin was as soft and tender as a rose petal, and her eyes were as blue as the deep sea, but like all the others she had no feet. Her body ended in a fish tail.
- D** The whole day long they used to play in the palace, down in the great halls where live flowers grew on the walls. Whenever the high amber windows were thrown open the fish would swim in, just as swallows dart into our rooms when we open the windows. But these fish, now, would swim right up to the little princesses to eat out of their hands and let themselves be petted.

Ex. 4. Read the text and decide if these statements are true (T), false (F) or the information is not stated (NS) for questions 1–10. Circle the correct answer.

Outside the palace was a big garden, with flaming red and deep-blue trees. Their fruit glittered like gold, and their blossoms flamed like fire on their constantly waving stalks. The soil was very fine sand indeed, but as blue as burning brimstone. A strange blue veil lay over everything down there. You would have thought yourself aloft in the air with only the blue sky above and beneath you, rather than down at the bottom of the sea. When there was a dead calm, you could just see the sun, like a scarlet flower with light streaming from its calyx.

Each little princess had her own small garden plot, where she could dig and plant whatever she liked. One of them made her little

flower bed in the shape of a whale, another thought it neater to shape hers like a little mermaid, but the youngest of them made hers as round as the sun, and there she grew only flowers which were as red as the sun itself. She was an unusual child, quiet and wistful, and when her sisters decorated their gardens with all kinds of odd things they had found in sunken ships, she would allow nothing in hers except flowers as red as the sun, and a pretty marble statue. This figure of a handsome boy, carved in pure white marble, had sunk down to the bottom of the sea from some ship that was wrecked. Beside the statue she planted a rose-colored weeping willow tree, which thrived so well that its graceful branches shaded the statue and hung down to the blue sand, where their shadows took on a violet tint, and swayed as the branches swayed. It looked as if the roots and the tips of the branches were kissing each other in play.

Nothing gave the youngest princess such pleasure as to hear about the world of human beings up above them. Her old grandmother had to tell her all she knew about ships and cities, and of people and animals. What seemed nicest of all to her was that up on land the flowers were fragrant, for those at the bottom of the sea had no scent. And she thought it was nice that the woods were green, and that the fish you saw among their branches could sing so loud and sweet that it was delightful to hear them. Her grandmother had to call the little birds “fish,” or the princess would not have known what she was talking about, for she had never seen a bird.

“When you get to be fifteen,” her grandmother said, “you will be allowed to rise up out of the ocean and sit on the rocks in the moonlight, to watch the great ships sailing by. You will see woods and towns, too.”

1. Everything was covered with something at the bottom. T/F/NS
2. During the storm one could see the sky. T/F/NS
3. The princesses had one big garden where they grew different flowers. T/F/NS
4. The girls found some items at the bottom of the sea to decorate their gardens. T/F/NS
5. The youngest princess didn't like other things in her garden except flowers. T/F/NS
6. Her granny told her about ships with treasure. T/F/NS

7. Some bird dropped the figure of a handsome boy into the water. T/F/S
8. They called the fish “little birds”. T/F/NS
9. The youngest princess always sat on the rock during the day. T/F/NS
10. Grandmother had a dream her granddaughter could see towns and cities. T/F/NS

Ex. 5. Match the phrases 1–5 under the text with the gaps A–E.

Next year one of her sisters would be fifteen, but the others — well, since each was a whole year older than the next the youngest still had five long years to wait until she could rise up from the water and A _____. But each sister promised to tell the others about all that she saw, and B _____ on her first day. Their grandmother had not told them half enough, and there were so many thing that they longed to know about.

The most eager of them all was the youngest, the very one who was so quiet and wistful. Many a night she stood by her open window and C _____ where the fish waved their fins and tails. She could just see the moon and stars. To be sure, their light was quite dim, but looked at through the water they seemed much bigger than they appear to us. Whenever a cloud-like shadow swept across them, she knew that it was either a whale swimming overhead, or a ship with many human beings aboard it. Little did they dream that a pretty young mermaid was down below, D _____.

The eldest princess had her fifteenth birthday, so now she received permission to rise up out of the water. When she got back she had a hundred things to tell her sisters about, but the most marvelous thing of all, she said, E _____, where the lights twinkled like hundreds of stars; to listen to music; to hear the chatter and clamor of carriages and people; to see so many church towers and spires; and to hear the ringing bells. Because she could not enter the city, that was just what she most dearly longed to do.

1. what she found most marvelous
2. stretching her white arms up toward the keel of their ship.
3. see what our world was like
4. looked up through the dark blue water
5. was to lie on a sand bar in the moonlight, when the sea was calm, and to gaze at the large city on the shore,

Ex. 6. Put the parts of the text in logical order to get a story about Elvis Presley.

President Nixon Meets Elvis, 1970

It all began at a party in Palm Springs, California in early December 1970.

- A Elvis's arrival ignited a flurry of activity among the White House staff. White House aide Dwight Chapman sent a quick memo to his boss, Chief of Staff H.R. Haldeman. Chapman attached Elvis's letter and advised that the President meet with the rock star. Haldeman concurred and Elvis was scheduled to meet with Nixon at 12:30 that afternoon.
- B Three weeks later, Elvis, accompanied by two body guards, was bound for Washington, DC aboard an American Airlines flight. He spent his time writing a letter to the President. Beginning "Dear Mr. President, First, I would like to introduce myself. I am Elvis Presley. . ." the rock star expressed his desire to be made a "Federal Agent at Large" in order to communicate with and report on what he felt were deleterious factions threatening America. He believed his star-status would allow him a non-threatening entrance into the closed environment of these groups. A federal law appointment would give him credibility.
- C Elvis arrived at the White House gate on the morning of December 21 with his two body guards. He carried some family photos and a commemorative World War II .45 caliber pistol intended as gifts for the President. He handed his letter to the guards and waited.
- D Elvis's reign as the "King of Rock and Roll" had been in decline since the "British Invasion", led by the Beatles, had jolted America's pop music market in 1964. Elvis was still an American idol and had begun a comeback in his singing career. However, his energies in recent years had been devoted to making a series of forgettable Hollywood films.
- E In a conversation with Vice President Agnew at the party, Elvis expressed his concern for what he felt were threats to American culture posed by, not only the British Invasion, but also the drug culture, the radical SDS, the hippies and the Black Panthers. Elvis wanted to do something about it.

Ex. 7. Read the text and find out if the statements below are true (T), false (F) or not stated (NS).

The Wright Brothers — First Flight, 1903

On December 17, 1903, Orville Wright piloted the first powered airplane 20 feet above a wind-swept beach in North Carolina. The flight lasted 12 seconds and covered 120 feet. Three more flights were made that day with Orville's brother Wilbur piloting the record flight lasting 59 seconds over a distance of 852 feet.

The brothers began their experimentation in flight in 1896 at their bicycle shop in Dayton, Ohio. They selected the beach at Kitty Hawk as their proving ground because of the constant wind that added lift to their craft. In 1902 they came to the beach with their glider and made more than 700 successful flights.

Having perfected glided flight, the next step was to move to powered flight. No automobile manufacturer could supply an engine both light enough and powerful enough for their needs. So they designed and built their own. All of their hard work, experimentation and innovation came together that December day as they took to the sky and forever changed the course of history. The brothers notified several newspapers prior to their historic flight, but only one - the local journal — made mention of the event.

"We got the machine out early and put out the signal for the men at the station. Before we were quite ready, John T. Daniels, W. S. Dough, A. D. Etheridge, W. C. Brinkley of Manteo, and Johnny Moore of Nags Head arrived. After running the engine and propellers a few minutes to get them in working order, I got on the machine at 10:35 for the first trial. The wind, according to our anemometers at this time, was blowing a little over 20 miles (corrected) 27 miles according to the Government anemometer at Kitty Hawk. On slipping the rope the machine started off increasing in speed to probably 7 or 8 miles. The machine lifted from the truck just as it was entering on the fourth rail. Mr. Daniels took a picture just as it left the tracks.

I found the control of the front rudder quite difficult on account of its being balanced too near the center and thus had a tendency to turn itself when started so that the rudder was turned too far on one side and then too far on the other. As a result the machine would rise suddenly to about 10 ft. and then as suddenly, on turning the rudder, dart for the ground. A sudden dart when out about 100 feet from the end of the tracks ended the flight. Time about 12 seconds (not known

exactly as watch was not promptly stopped). The lever for throwing off the engine was broken, and the skid under the rudder cracked. After repairs, at 20 min. after 11 o'clock Will made the second trial. The course was about like mine, up and down but a little longer over the ground though about the same in time. Distance was not measured but about 175 ft. Wind speed not quite so strong.

With the aid of the station men present, we picked the machine up and carried it back to the starting ways. At about 20 minutes till 12 o'clock I made the third trial. When out about the same distance as Will's, I met with a strong gust from the left which raised the left wing and sidled the machine off to the right in a lively manner. I immediately turned the rudder to bring the machine down and then worked the end control. Much to our surprise, on reaching the ground the left wing struck first, showing the lateral control of this machine much more effective than on any of our former ones. At the time of its sidling it had raised to a height of probably 12 to 14 feet.

At just 12 o'clock Will started on the fourth and last trip. The machine started off with its ups and downs as it had before, but by the time he had gone over three or four hundred feet he had it under much better control, and was traveling on a fairly even course. It proceeded in this manner till it reached a small hummock out about 800 feet from the starting ways, when it began its pitching again and suddenly darted into the ground.

The front rudder frame was badly broken up, but the main frame suffered none at all. The distance over the ground was 852 feet in 59 seconds. The engine turns was 1071, but this included several seconds while on the starting ways and probably about a half second after landing. The jar of landing had set the watch on machine back so that we have no exact record for the 1071 turns. Will took a picture of my third flight just before the gust struck the machine. The machine left the ways successfully at every trial, and the tail was never caught by the truck as we had feared.

After removing the front rudder, we carried the machine back to camp. We set the machine down a few feet west of the building, and while standing about discussing the last flight, a sudden gust of wind struck the machine and started to turn it over. All rushed to stop it. Will who was near one end ran to the front, but too late to do any good. Mr. Daniels and myself seized spars at the rear, but to no purpose. The machine gradually turned over on us. Mr. Daniels, having had no experience in handling a machine of this kind, hung

on to it from the inside, and as a result was knocked down and turned over and over with it as it went. His escape was miraculous, as he was in with the engine and chains. The engine legs were all broken off, the chain guides badly bent, a number of uprights, and nearly all the rear ends of the ribs were broken. One spar only was broken. After dinner we went to Kitty Hawk to send off telegram to M.W. While there we called on Capt. and Mrs. Hobbs, Dr. Cogswell and the station men."

1. The third flight lasted 12 seconds and covered 120 feet. T/F/NS
2. The brothers chose the day when the weather was calm and still to start their flight. T/F/NS
3. Only one source of media marked that event. T/F/NS
4. There were crowds of people who wanted to observe the first flight. T/F/NS
5. The brothers had to built the engine themselves as nobody could do it. T/F/NS
6. All in all, they had four flights that day and one was unsuccessful. T/F/NS
7. When the craft was flying up in the sky a strong wind struck it and it fell down. T/F/NS
8. Luckily, Mr. Daniels managed to survive after the machine had knocked him down. T/F/NS
9. The Wrights didn't become famous as they were not the first in this field. T/F/NS
10. Though all the four flights that day were successful, the end of the day was unhappy. T/F/NS

Ex. 8. Read the text and put the paragraphs in logical order to get a story.

The guilty Party O'Henry

- A The bird was known to humorists as the stork. But the people of Chrystie street were better ornithologists. They called it a vulture. A little girl of twelve came up timidly to the man reading and resting by the window, and said:

"Papa, won't you play a game of checkers with me if you aren't too tired?"

The red-haired, unshaven, untidy man sitting shoeless by the window answered, with a frown.

"Checkers. No, I won't. Can't a man who works hard all day have a little rest when he comes home? Why don't you go out and play with the other kids on the sidewalk?"

- B** A red-haired, unshaven, untidy man sat in a rocking chair by a window. He had just lighted a pipe, and was puffing blue clouds with great satisfaction. He had removed his shoes and donned a pair of blue, faded carpet-slippers. With the morbid thirst of the confirmed daily news drinker, he awkwardly folded back the pages of an evening paper, eagerly gulping down the strong, black headlines, to be followed as a chaser by the milder details of the smaller types.
- C** The woman who was cooking came to the door. "John," she said, "I don't like for Lizzie to play in the street. They learn too much there that ain't good for 'em. She's been in the house all day long. It seems that you might give up a little of your time to amuse her when you come home."
"Let her go out and play like the rest of 'em if she wants to be amused," said the red-haired, unshaven, untidy man, "and don't bother me."
- D** In an adjoining room a woman was cooking supper. Odors from strong bacon and boiling coffee contended against the cut-plug fumes from the vespertine pipe. Outside was one of those crowded streets of the east side, in which, as twilight falls, Satan sets up his recruiting office. A mighty host of children danced and ran and played in the street. Some in rags, some in clean white and beribboned, some wild and restless as young hawks, some gentle-faced and shrinking, some shrieking rude and sinful words, some listening, awed, but soon, grown familiar, to embrace — here were the children playing in the corridors of the House of Sin. Above the playground forever hovered a great bird

Ex. 9. Read the text and complete the gaps A–J with the parts of missing sentences 1–10.

The meeting opened with pictures taken of the President and Elvis Presley. Presley immediately began showing the President his law enforcement paraphernalia **A** _____. Presley indicated that he had been playing Las Vegas and the President indicated that he was aware of how difficult it was to perform in Las Vegas.

The President mentioned that he thought Presley could reach young people, and that it was important for Presley **B** _____. Presley responded that he did his thing by singing. He said he could not get to the kids if he made a speech on stage, that he had to reach them in his own way. The President nodded agreement.

Presley indicated that he thought the Beatles had been a real force for anti-American spirit. He said that the Beatles came to this country, made their money, and then returned to England **C** _____. The President nodded in agreement and expressed some surprise. The President then indicated that those who use drugs are also those in the vanguard of anti-American protest. **D** _____ all seem to merge in generally the same group of young people.

Presley indicated to the President in a very emotional manner that he was 'on your side.' Presley kept repeating that he wanted to be helpful, that he wanted **E** _____. He mentioned that he was just a poor boy from Tennessee who had gotten a lot from his country, **F** _____. He also mentioned that he is studying Communist brainwashing and the drug culture for over ten years. He mentioned that he knew **G** _____. He said he could go right into a group of young people or hippies and be accepted which he **H** _____. The President indicated again his concern that Presley retain his credibility.

At the conclusion of the meeting, Presley again told the President how much he supported him, and then in a surprising, spontaneous gesture, **I** _____.

In going out, Presley asked the President if he would see his two associates. The President agreed and they came over and shook hands with the President briefly. At this meeting, the President thanked them for **J** _____.

1. which in some way he wanted to repay.
2. felt could be helpful to him in his drug drive.
3. to retain his credibility.

4. to restore some respect for the flag which was being lost.
5. where they promoted an anti-American theme.
6. put his left arm around the President and hugged him.
7. including badges from police departments in California, Colorado and Tennessee.
8. their efforts and again mentioned his concern for Presley's credibility.
9. Violence, drug usage, dissent, protest
10. a lot about this and was accepted by the hippies.

WRITING

Ex. 1. Write an email to Student Exchange from this teenager.

Name: Charlie Black

Age: 16

Address: 24 Green Street, Leeds WT45 8ZH, GB

Physical description: medium height, short, dark hair, grey eyes

Personality: outgoing, talkative, has a sense of humour

Interests: mountain skiing, watching football (favourite team Chelsea), playing the trumpet

Reasons for writing: wants to spend summer holidays in Russia to improve his Russian, to see Moscow and its sights

Ex. 2. You had a class discussion on your future career. Your teacher has now asked you to write an essay, giving your opinion on the following statement.

English is important for my future career.

Write your essay in 120–180 words in an appropriate style.

Writing

Write a story. Your story must begin with this sentence:

"I woke up knowing I would spend that day with my friends."

Write between 100–150 words.

SPEAKING

You are going to make up a dialogue on the given situation.

You and your partner want to go to some interesting place for entertainment. Decide which one you will go to:

- Rock concert,
- the Moscow Zoo,
- the Theme Park.

Speaking time: 1–2 minutes.

Speaking

You are going to make up a dialogue on the given situation.

You and your partner want to go shopping and buy a present for your friend. Decide what present to buy:

- a computer game,
- a book,
- a ticket to the museum.

Speaking time: 1–2 minutes.

Speaking

You are going to make up a dialogue on the given situation.

You and your partner want to play sport games.

Decide which one you will play and why:

- basketball,
- football,
- tennis.

Speaking time: 1–2 minutes.

Answers

Тренировочные упражнения. 7-8 классы

Grammar and vocabulary exercises

Ex. 1. 1. the, the; 2. the; 3. the,--; 4.---, the; 5. the, the; the, the

Ex. 2. 1. on; 2. at; 3. at; 4. from, to; 5. on, in, on; 6. in, in; 7. in, in, at; 8. at, at; 9. at, at, in; 10. at/in

Ex. 3. 1. will you know, 2. is travelling, 3. am meeting, 4. am going to buy, 5. will give, 6. is going to talk, 7. am leaving, 8. is attending / will meet / go, 9. does class begin / begins, 10. opens.

Ex. 4. 1. have been washing, 2. have gone, 3. is ringing/ is driving / has been ringing, 4. was / have forgotten, 5. have you had, 6. has gone / has had, 7. have you

played, 8. have you been studying, 9. have you had, 10. has never gone / has never slept, 11. have been waiting, 12. has failed/hasn't been working

Ex. 5. 1b; 2f; 3d; 4j; 5g; 6l; 7o; 8m; 9c; 10n; 11a; 12i; 13p; 14e; 15k; 16h

Ex. 6. enjoyable, reliable, acceptable
musical, natural, environmental
excellent, different, dependent
hopeful, painful, useful
artistic, scientific
childish, foolish, selfish
active, creative, attractive
hopeless, painless, useless
glamorous, dangerous, famous
sporty, healthy, lucky

Ex. 7. minded (11,6,2); hearted (1,5,9); dressed (4,8,10); skinned (15); eyed (7, 14, 13); haired (3, 13, 16)

Ex. 8. dis- obedient, approve, agree
il- logical, legal, legally
im- mature, moral, possible
in- accurate, convenient, dependent
un- reliable, happy, employment

Ex. 9. 1. a; 2. g; 3. j; 4. l; 5. c; 6. d; 7. b; 8. e; 9. k; 10. h; 11. f; 12. i.

Ex. 10. 1. e; 2. f; 3. g; 4. i; 5. h; 6. b; 7. a; 8. d; 9. j; 10. c

Ex. 11. 1. f; 2. i; 3. a; 4. h; 5. b; 6. c; 7. g; 8. j; 9. e; 10. d

Ex. 12. 1. j; 2. i; 3. m; 4. l; 5. g; 6. o; 7. a; 8. n; 9. d; 10. b; 11. r; 12. p; 13. k; 14. q;
15. e; 16. f; 17. c; 18. h

Ex. 13. 1. +; 2. more; 3+; 4. the; 5. +; 6. to(1); 7. +; 8. +; 9. to; 10. +; 11. with;
12. +; 13. +; 14. by; 15. +; 16. most

Ex. 14. 1. meeting 2. to pay 3. to lock 4. to ask 5. smoking 6. to buy 7. to inform
8. missing 9. to tell 10. talking

Ex. 15. 1C 2D 3J 4B 5A 6L 7F 8G 9M 10H

Ex. 16. 1. apologised. 2. ceremony. 3. province. 4. group. 5. tribes. 6. head.
7. taking. 8. number. 9. were lit 10. accepted. 11. touched. 12. disagreement

Ex. 17. 1. possession; 2. remainder; 3. inhabitants; 4. attachments; 5. particularly;
6. continental; 7. revolutionary; 8. themselves 9. useful; 10. protections

Ex. 18. 1. B; 2.A; 3.D; 4.B; 5.A; 6.C; 7.D; 8.B; 9.A; 10.D.

Ex. 19. which: 1, 3, 5, 8, 9 what: 2, 4, 6, 7, 10

READING. Exercises to improve reading skills

Ex. 1. A5; B1; C7; D3; E4; F2; G6

Ex. 2. 1. B; 2. C; 3. C; 4. A; 5. B

Ex. 3. 1. B; 2. D; 3. A; 4. C

Ex. 4. 1. T; 2. NS; 3. F; 4. T; 5. T; 6. NS; 7. F; 8. T; 9. F; 10. T

Ex. 5. A. 3; B. 1; C. 4; D. 2; E. 5

Ex. 6. D, E, B, C, A

Ex. 7. 1. F, 2. F, 3. T, 4. NS, 5. T, 6. F, 7. F, 8. T, 9. F, 10. T

Ex. 8. B; D; A; C

Ex. 9. A. 7; B. 3; C. 5; D. 9; E. 4; F. 1; G. 10; H. 2; I. 6; J. 8

Тренировочные упражнения 9-11 классы

Vocabulary and grammar exercises

Ex. 1. In what word the letter "i" is pronounced differently?

1) six 2) five 3) write 4) night 5) right

Ex. 2. Choose the right verb.

1) He _____ he wanted to buy bread.

a) said b) told

2) Will you _____ him to come at 4?

a) say b) tell

3) Mother _____ to him: "Please, help me!"

a) said b) told

4) Who _____ you that story?

a) said b) told

5) _____ me the truth, please!

a) say b) tell

Ex. 3. For questions 1-10 fill in the gaps with the words given on the right. Put the words in the correct grammar form. There is an example (0) for you.

Example: (0) were

The great fire of London

The London of the middle of the 17th century was a city of narrow, dirty streets. Indeed, the streets (0) _____ so narrow that it was often possible for a person at a window on one side of the street to shake

to be

hands with a neighbour on the other side. There was little light and air. Rubbish 1 _____ piled up in dark corners. It is no wonder that epidemics were common.

The 2 _____ epidemic of the plague broke out in 1665. It was a sad time for London. The streets were empty, shops 3 _____ and there were few boats on the Thames. Every house in which there were sick people was shut up, and no one 4 _____ to go in or out, and the door of the house was marked with a red cross.

The following year the Great Fire took place. It broke out late on a Saturday night in a street not far from London Bridge. The summer 5 _____, a hot east wind blew and the fire spread quickly. This is what we read in the diary of John Evelyn, who saw the terrible fire with his own eyes. The Thames was covered with boats full of people. On the other side one could see carts 6 _____ out the saved goods out into the fields and people putting up tents. At night the fire could be seen ten miles away. The fire burned for five days and destroyed the greater part of the city. But it did the city good, as it cleared away the old 7 _____ houses and dirty, narrow streets.

A monument near London Bridge still 8 _____ the spot where the fire broke out. Sir Christopher Wren, the famous architect of that day, took part in the 9 _____ city. The greater part of it had been of wood, but after the fire wider streets and brick houses were built. The old church of St. Paul was among the buildings destroyed by the fire. In its place Wren built the present St. Paul's Cathedral. He lies 10 _____ under the roof of his own great work. These words are written on his grave: "Reader, if you want to see his monument, look around."

*lie**great**close**allow**to be dry**to carry**wood**mark**build**bury***Ex. 4. Make the right choice.**

One of the foremost American 0 _____ of the first part of the twentieth century was a part-Cherokee Native American named Will Rogers (1879-1935). Rogers was born in territory that would 1 _____ become the state of Oklahoma and spent much of his 2 _____ riding horses and mastering the use of the lariat. These skills were refined into an entertainment 3 _____ based on fancy rope tricks interspersed with 4 _____ anecdotes and witty remarks. Traveling widely as a vaudeville entertainer, by 1915 Rogers had become a star act with the Ziegfeld Follies, a famous stage show. In 1918 his stage skills led to a new career as a movie actor both in 5 _____ films and later in the "talkies." In the early 1920s, Rogers embarked on another profession, this time as a journalist writing 6 _____ newspaper columns that reached millions of people 7 _____. Beginning in 1930 he also broadcast regular radio addresses. What distinguished his journalistic approach was his firsthand experience of ordinary people and places and a wry sense of humor, often debunking 8 _____ figures and institutions. This poking fun at the serious side of life, combined with an optimistic homespun philosophy, gave him immense popular appeal. He became a national and 9 _____ celebrity and acquired the unofficial status of a goodwill ambassador during his travels in Europe. He also had a strong philanthropic streak and devoted money and time to charitable causes. Rogers also had a keen interest in flying. He often wrote about the 10 _____ of aviation and made friends with trailblazing flyers such as Charles Lindbergh.

Example: 0 B entertainers

0	A. entertain	B. entertainers	C. entertainment
1	A. lately	B. late	C. later
2	A. youth	B. young	C. youngster
3	A. activity	B. active	C. act
4	A. humour	B. humorous	C. humorously
5	A. silent	B. silence	C. silently
6	A. week	B. weekly	C. weekday
7	A. world	B. worldwide	C. worldly
8	A. establishment	B. establish	C. establishing
9	A. nation	B. nationality	C. international
10	A. develop	B. development	C. developer

Ex. 5. Match the idioms with their Russian meaning.

1. to make both ends meet	a. свет моих очей
2. not my cup of tea	b. дождь льет как из ведра
3. a pain in the neck	c. не может быть и речи
4. Break a leg!	d. держать пальцы растопырив
5. a busybody	e. не мое хобби, не для меня
6. to be under the weather	f. набрать вес, поправиться
7. It's raining cats and dogs	g. изредка, время от времени
8. It's a small world.	h. в кои-то веки
9. to put on weight	i. надоедливый человек
10. the apple of my eye	j. сводить концы с концами
11. every now and then	k. сплетница
12. to keep fingers crossed	l. сломанный
13. out of the question	m. мир тесен
14. out of order	n. хандрить
15. once in a blue moon	o. ни пуха, ни пера!

Ex. 6. Match phrasal verbs 1–10 with their definitions a–j.

Phrasal verb	Definition
1. calm someone down	a. defend it
2. stand up for smth	b. make them feel more relaxed
3. tire someone out	c. depend on them
4. rush into smth	d. feel you're better than them
5. cheer someone up	e. invent it
6. fit in with someone	f. act quickly, without thinking
7. look down on someone	g. be accepted by or comfortable with them
8. rely on someone	h. disappoint them
9. let someone down	i. make them feel less sad
10. make something up	j. make them feel tired

Ex. 7. Match adjectives 1–11 with prepositions a–k they can be used. Also match these adjectives with their Russian meaning.

1. brilliant	a. to someone	l. озабоченный
2. responsible	b. on something	m. опытный
3. concerned	c. with something	n. заинтересованный
4. passionate	d. by something	o. одержимый
5. considerate	e. at something	p. виновный
6. obsessed	f. about something	q. очарованный
7. keen	g. of something	r. страстный
8. experienced	h. for something	s. ответственный
9. fascinated	i. in something	t. внимательный
10. guilty	j. in something	u. блестяще, превосходно
11. interested	k. about something	v. увлеченный

Ex. 8. Match these idioms with their definitions (sets 1–5).

Set 1

Common Idioms	Definitions
1. It cost my brother an arm and a leg to build this big country house.	a. <i>Happening very rarely</i>
2. I was over the moon when Bill offered Mary to drive his car.	b. <i>Feeling inferior or having a grievance about something</i>
3. Are you taking your exam in Spanish on Saturday? Aren't you jumping the gun ? You haven't studied enough.	c. <i>A very small part of something much bigger</i>
4. Ann comes round to see her granny once in a blue moon .	d. <i>Very expensive</i>
5. Pete's got a chip on his shoulder .	e. <i>Extremely pleased or happy</i>
6. I believe getting 95 points will be a piece of cake ! I'm very good at English.	f. <i>Meeting someone you would not have expected to</i>
7. The money I get a month in this company is just a drop in the ocean . I must change my job.	g. <i>Doing or starting something too early</i>

Common Idioms	Definitions
8. Getting that job was a blessing in disguise . It forced me to work extremely hard so I got a much more prestigious one next time.	<i>h. It's better to actually do something rather than just talking about it</i>
9. We have to bring up our children in a proper way. Actions speak louder than words .	<i>i. Something positive that isn't recognized until later</i>
10. I bumped into Polly on the bus yesterday. It's a small world .	<i>j. Very easy</i>

Set 2

Common Idioms	Definitions
1. Unluckily, I passed my exam very badly. Back to the drawing board!	<i>a. Putting all of ones resources into one possibility</i>
2. Jane cannot choose between two boyfriends. She's really stuck / caught between a rock and a hard place .	<i>b. Believing that every bad situation has a positive side / eventually leads to something good</i>
3. I have to bite my tongue , so I don't say what I really want!	<i>c. Doing much more than is required when doing something</i>
4. Come on, cut to the chase . We haven't got much time!	<i>d. To become comfortable in what you are doing</i>
5. Are you spending all of your savings on your holiday? Don't put all your eggs in one basket .	<i>e. When an attempt to do something fails and it's time to start all over again using different methods</i>
6. Don't worry, be happy! Every cloud has a silver lining .	<i>f. Having two very bad choices.</i>
7. I missed my friends when I moved to Canada but I eventually found my feet .	<i>g. Leave out all the unnecessary details and just get to the point</i>
8. My parents are very fixed in their ways . They won't start using modern technologies.	<i>h. To refer to someone who is having a bad day</i>

Common Idioms	Definitions
9. I think he got up on the wrong side of the bed this morning . He is in a bad mood.	<i>i. Not wanting to change from the normal ways of doing things</i>
10. My sister will always go the extra mile to reach her aim.	<i>j. Wanting to say something but stopping yourself</i>

Set 3

Common Idioms	Definitions
1. I think you've hit the nail on the head . That's why Donald is ashamed.	<i>a. Saying or doing something suddenly without thinking about it</i>
2. It's not my day today. If it's not one thing, it's the other .	<i>b. Hurt or upset someone who is helping you</i>
3. I just said it in the heat of the moment . I was worried and angry. Sorry for that!	<i>c. Say exactly the right thing</i>
4. Keep an eye on him . He is so bounce and may fall down.	<i>d. Not making a firm decision between different choices</i>
5. Have you heard? Mary, our neighbour, has kicked the bucket .	<i>e. Avoid a conflict</i>
6. I'm not in the mood to have disagreements. It's better to let sleeping dogs lie .	<i>f. Died</i>
7. I told mum everything about our relations. Sorry, I didn't mean to let the cat out of the bag .	<i>g. Excessive</i>
8. Be polite and friendly with your nurse! Don't bite the hand that feeds you .	<i>h. When everything seems to be going wrong</i>
9. I'm not aware what job he is going to choose. He's sitting on the fence .	<i>i. Watch someone or something carefully</i>
10. Everything she does is very over the top . She can't just buy one dress — she has to get into big expenses.	<i>j. Tell someone something that you were not supposed to</i>

Set 4

Common Idioms	Definitions
1. Let's keep speaking Italian. Practice makes perfect.	a. <i>Something said in humour rather than seriously</i>
2. Don't take seriously what he said. He's just pulling your leg.	b. <i>To sense that something is not right</i>
3. It's a pity, but I think I'll take a rain check on that.	c. <i>To look exactly like someone else</i>
4. As a rule of thumb , I don't clean the house at weekends. I spend the time out with my friends.	d. <i>Continuously doing something to improve</i>
5. I can smell a rat . Betty said she has been to London but she can't even tell where the prime minister lives.	e. <i>Joking around</i>
6. Dolly's the spitting image of her granny.	f. <i>Unwell</i>
7. The ball's in your court now. What would you say?	g. <i>To decline an offer that you will take up later</i>
8. Regret to say she will come until the cows come home . She has a lot of meetings today.	h. <i>For a very long time</i>
9. It was all tongue-in-cheek . He didn't really understand what he meant.	i. <i>Telling someone it's now their turn to make a decision</i>
10. Mother's feeling under the weather today so she won't be able to look after my baby.	j. <i>Principal that is strictly kept to</i>

Set 5

Common Idioms	Definitions
1. We've had some big rows over the years, but it's all water under the bridge now. We have fine relations.	a. <i>Attempting to continue with something that is finished</i>
2. You are what you eat so it's better to cut down on sweets.	b. <i>Annoying or irritating somebody</i>

Common Idioms	Definitions
3. You can't judge a book by its cover. You have to spend some time with him before you realize what kind of person he is.	c. <i>Good luck</i>
4. We're really working against the clock now. We are short of time.	d. <i>Telling someone who is getting ahead of themselves to be patient</i>
5. Why should we continue living like this? We're flogging a dead horse . Our shop is not profitable any more. Let's close it.	e. <i>The belief that outside appearances do not reveal what someone or something is really like</i>
6. I bent over backwards to help him. I hope he will be pleased.	f. <i>Things from the past that are not important anymore</i>
7. Are you performing on stage today? Break a leg.	g. <i>Not having enough time to do something</i>
8. Ok, I'm playing devil's advocate here, but if alcohols are accessible, isn't it more likely young people will drink it?	h. <i>To put forward a side in an argument that may not be your own in order to show the counter-argument</i>
9. Hold your horses! We haven't been given anything yet.	i. <i>Doing all you can help someone</i>
10. She is driving me up the wall . She won't stop telling nonsense.	j. <i>If you eat bad food, you'll be unhealthy, if you eat good food, you'll be healthy</i>

Ex. 9. Complete the sentences with the idioms from the box.

a) *bending over backwards*; b) *break a leg*; c) *drives me up the wall*;
 d) *flogging a dead horse*; e) *hold you horses*;
 f) *playing devil's advocate*; g) *water under the bridge*;
 h) *working against the clock*; i) *you are what you eat*;
 j) *judge a book by its cover*

- They'll be _____ to get this finished. It's 11 a.m., so they only have half an hour in front.
- _____ guy! I believe you'll do perfectly. You're easily the best team.

3. In fact, I agree with you. I'm just _____ so you know what your rivals are likely to say.
4. Please, don't care about what you said anymore. It's all _____. I know you were unhappy and miserable at that time
5. Don't try to get back with your ex-boyfriend. You're _____. There is no love between you anymore.
6. I thought Pete was mad when I first saw him in his ridiculous clothes. But don't _____ – he's a really good bloke.
7. My doctor always says _____ when I go to see him and complain about my obesity. I agree with him completely.
8. The government is _____ before the election to appear united. They know the electorate needs to believe in them.
9. My younger brother really _____. He argues and contradicts to everything my parents say.
10. I think you should _____! You aren't experienced enough to set up your own business.

Ex. 10. Complete the sentences with the idioms from the box.

a) a blessing in disguise; b) a drop in the ocean; c) a piece of cake; d) actions speak louder than words; e) an arm and a leg; f) chip on his shoulder; g) it's a small world; h) jumping the gun; i) once in a blue moon; j) over the moon

1. Getting my car fixed is going to cost me _____ as the engine has completely blown, but I have no choice. I need it for work.
2. The flu I had a few weeks ago which prevented me from going on holiday with my friends was _____. They had a terrible time. Everything went wrong and it cost them a lot of money.
3. I was in a café in Italy and amazingly I saw Paul from down the road in there. _____.
4. Jane is finally getting a chance to go on her trip of a life time, a holiday to Australia! She was _____ when I spoke to her.
5. 3 pounds may seem like _____ but if everyone contributed that much we'd have thousands.

6. The government keeps talking about reducing poverty but what do they ever do about it? Nothing! _____
7. I've got a promotion at work, but all John did was make a joke about it. He has a real _____. I think he is just jealous.
8. The interview for that new job was _____. They asked me really easy questions.
9. The new Martin Scorsese film is out at the cinema. A film that comes out that I really enjoy and want to see happens _____, so I'll definitely go and see it.
10. He was _____ when he gave up his job to start university. Now he has found out he can't get a grant.

Ex. 11. Complete the sentences with the idioms from the box.

a) bite your tongue; b) back to the drawing board; c) get up on the wrong side of the bed; d) go the extra mile; e) between a rock and a hard place; f) put all your eggs in one basket; g) cut to the chase; h) every cloud has a silver lining; i) fixed in his ways; j) find your feet

1. Can you _____ and tell us if we are buying this house or not?
2. Why are you so rude with me! Did you _____?
3. He's very _____. He'll never support the Government. He's been of the opposite opinion for his whole life.
4. I feel very upset and miserable at the moment but _____. I believe the result will be excellent.
5. I am sure you shouldn't _____ but I'm going to help you if you need my advice and help.
6. I was _____ during that appointment. I really wished to tell her that her idea was not attractive but you can't say that to the Head teacher.
7. This way to improve your financial situation doesn't look perspective, so it's _____!
8. Granny really _____ last week. I only asked her to cook supper, but she washed up, cleaned the rooms and did the shopping.

9. My sister is _____. Her private life and building a career cannot go together peacefully. She has to choose only one.
10. When you move to a new school it might seem confusing at first as there are a lot of new people to study with but you'll soon _____.

Ex. 12. Complete the sentences with the idioms from the box.

*a) bite the hand that feeds you; b) heat of the moment;
c) hit the nail on the head; d) if it's not one thing, it's the other;
e) keep an eye on; f) kick the bucket; g) let sleeping dogs lie;
h) let the cat out of the bag; i) over the top; j) sit on the fence*

1. I missed my train this night, then when I wanted to catch a taxi I realized I'd left my mobile at home. Then when I got back home I couldn't find my purse. Now my dog had fallen ill. To tell the truth, _____.
2. I hope my granny's friend hasn't _____. He is in his 80s. He was taken to hospital the other day as he had high blood pressure.
3. I _____ as I occasionally told to Jim that we are all going out tonight. Sorry, I know you didn't want him to know.
4. I have a habit to _____ over most problems under discussion. I'm totally in doubt what advantages and disadvantages are.
5. Our English teacher never punished Ronald over the fact that he didn't do his homework last week. She must have decided to _____.
6. Try to keep up good relations with your mother-in-law. You don't want to _____.
7. He _____ when he said the reason we lost the game is because of our being unprepared. That's definitely true.
8. Bob basically respects you. He just said it in the _____.
9. The cook has to _____ the time when he bakes a cake. It should not be more than 45 minutes.
10. Your husband's awful behavior was way _____. You had every right to divorce with him.

Ex. 13. Complete the sentences with the idioms from the box.

*a) practice makes perfect; b) pulling your leg; c) rule of thumb;
d) smell a rat; e) take a rain check; f) the ball's in your court;
g) the spitting image; h) till the cows come home;
i) tongue-in-cheek; j) under the weather*

1. Oh, dear – the sketch is _____ of you. Who made it?
2. I'm afraid, I'm short of time so I'll _____, but thanks for not forgetting me.
3. My pet has been a bit _____ since yesterday. I think it may have eaten something wrong during our walk.
4. Are you _____? It's quite unbelievable and incredible that you really did that.
5. The police _____ when he said he was innocent as he was away. Many people confirmed he had been seen in the scene of the crime.
6. The children shouldn't worry if they can't do it quickly. _____.
7. The _____ in our family is not to talk about our enemies – it always spoils our moods!
8. The essay was a _____ look at ecological problems. But it wasn't that important.
9. The boss told him how angry he is, so _____ now. We'll see what measures he will undertake.
10. We'll be waiting _____ for Russia to win the football European Cup again.

Ex. 14. Choose the right phrasal verb to fit the gaps in the following sentences.

1. Jane _____ with her really well. They are close friends.
 - a) get up
 - b) get on
 - c) get down
2. I have problems with weight so I have to _____ sweets and cakes.
 - a) cut down on
 - b) cut in
 - c) cut off

3. _____ with friends is my usual pastime in the evenings.
 a) hanging about
 b) hanging away
 c) hanging out
4. Liz hopes to _____ with her friend next Sunday. She has not seen her for a long time.
 a) catch up
 b) catch on
 c) catch in
5. My dad is very frustrated — he's _____ with his manager at work.
 a) fallen up
 b) fallen in
 c) fallen out
6. The flat is in an awful mess. I'll have to _____
 a) clean it away
 b) clean it up
 c) clean it out
7. I _____ last week that I'm getting a promotion at work.
 a) found out
 b) found up
 c) found in
8. When looking through our family album I _____ the fact that my granddad took part in World War II. I'm really proud of him.
 a) came around
 b) came across
 c) came up
9. I've completely _____ meat, milk, eggs, butter from my diet. I'm now a vegan.
 a) cut off
 b) cut up
 c) cut out

10. I _____ smoking last year. It wasn't very difficult.
 a) gave up
 b) gave in
 c) gave away

Ex. 15. Choose the right phrasal verb from the box to fit the gaps in the following sentences.

*a) ended up; b) fallen behind; c) dropped out d) pull out of;
 e) put forward; f) keep up with; g) Looking back on;
 h) get away with; i) catch up with; j) hand in*

- The taxi didn't arrive at once so we _____ driving our own car instead.
- _____ the events of my childhood, I understand what a great period of life it was and what fun I had.
- Jenny should _____ the other students in the group because of her illness. She is too far behind them.
- My boyfriend thinks to _____ the Language contest because he isn't ready for it yet.
- The International Organisation _____ an important environmental project to protect nature.
- She _____ of university in the third year because she was going to have a baby.
- The teacher told us to _____ our papers.
- The horse couldn't _____ the tractor as it was exhausted.
- Victoria thought she would _____ writing an article, but they persistently made her do it.
- The workers have _____ plan, and they may not complete their work in time.

Ex. 16. Choose the right phrasal verb to fit the gaps in the following sentences.

*a) get together; b) get back into; c) get through; d) get by;
 e) get around; f) get your message across; g) get over; h) getting up;
 i) get down to; j) get round to; k) get away; l) get back*

- Doctors advise to _____ at least once a year. Holidays give you a chance to relax and enjoy yourself.

2. When you are young you should _____ following the fashion and any subculture not to be separate from your mates. If you don't you will may not be recognised.
3. _____ at 6 a.m. every day is difficult, but I have to because I need to walk the dog and watch the news on TV before work.
4. I never did _____ reading that book. It is just too boring.
5. My friends and I regularly have a _____ every summer. We just meet for some food and have long walks.
6. It's really easy to _____ Moscow as it has developed and accessible public transport.
7. The old man never _____ his health problems. It depends on his age.
8. I stopped collecting soft toys for many years, but I _____ it from time to time.
9. My grandparents never had enough money to live on when they were young, but they always managed to _____.
10. Teenagers have tattoos, piercing and weird clothes to _____.
11. I never liked it when my parents made me do my homework, so I used to _____ at them by hanging out in the evenings with my friends.
12. Many Asian countries _____ the last financial crisis because their banks still had money.

Ex. 17. Complete the phrases a–d choosing appropriate word/word combinations from the box 1–6.

1) a pain in the neck; 2) the teacher's pet; 3) a couch potato;
4) top of the class; 5) a big head; 6) slow-coach

- a) What _____! It's the fifth time today I have to call him, but in vain!
- b) No doubt, Mary has got off easily again, she's _____.
- c) Jane has always been _____. It's natural, she's passed her exams brilliantly.
- d) Come on, you _____.

Ex. 18. Complete the phrases a–e choosing appropriate geographical names from 1–10. You shouldn't use the names twice.

1) Texas; 2) London; 3) Canada; 4) England; 5) Liverpool;
6) New York; 7) Stratford-upon-Avon; 8) Manchester;
9) Scotland; 10) the USA

- a) If you want to see the Lakes, you should go to _____
- b) You want to visit Shakespeare's birthplace, you should go to _____
- c) If you want to see Mount Rushmore, you should go to _____
- d) If you want to hear bagpipes, you should go to _____
- e) If you want to go to the city where the Beatles were born, you should go to _____

Ex. 19. Match the words with their synonyms.

1. achieve	a. register
2. available	b. donate
3. aware	c. accessible
4. beneficial	d. little by little
5. capture	e. crown
6. contribute	f. effective
7. culminate	g. catch
8. efficient	h. set up
9. establish	i. following
10. gradually	j. favourable
11. opportunity	k. accomplish
12. rapid	l. fast
13. record	m. conscious
14. subsequent	n. occasion

Ex. 20. Choose the right phrasal verb from a–c in the following phrases 1–20.

1. When he tried to check his expenses, he found that things just didn't
 - a) add up
 - b) add out
 - c) add in
2. Ben really likes Annie, but he's too shy to
 - a) ask her off
 - b) ask her in
 - c) ask her out

3. Lenny didn't when his boss reprimanded him.
 - a) back up
 - b) back down
 - c) back out
4. He doesn't to new tendencies easily.
 - a) catch on
 - b) catch in
 - c) catch out
5. Theythe hotel two days ago.
 - a) checked out
 - b) checked into
 - c) checked back
6. The architect some blueprints for you yesterday.
 - a) drew up
 - b) drew back
 - c) drew away
7. The manager was very afraid the dollar rate would...
 - a) fall down
 - b) fall through
 - c) fall off
8. He started to his past life and then decided to go abroad.
 - a) look back on
 - b) look through
 - c) look down
9. The intelligent people stupid people in their society.
 - a) look at
 - b) look up on
 - c) look down on
10. Even though she took the paper closer, she couldn't what he had written.
 - a) make up
 - b) make out
 - c) make for

11. He decided to his past failures by doing some good in his surroundings.
 - a) make out
 - b) make up for
 - c) make off
12. Jane when she saw the stranger suddenly enter her home.
 - a) passed out
 - b) passed away
 - c) passed into
13. The pupils Billy because he is clumsy.
 - a) pick in
 - b) pick up
 - c) pick on
14. Teachers are getting tired of Greg because he always late.
 - a) shows in
 - b) shows off
 - c) shows up
15. Nick's father taught him to be firm and to for what he wants.
 - a) stand away
 - b) stand up
 - c) stand away
16. Liz her mother. They have much in common.
 - a) takes after
 - b) takes on
 - c) takes up
17. I decided to running.
 - a) take down
 - b) take over
 - c) take up
18. The teacher asked her students to the reports by Friday.
 - a) turn up
 - b) turn in
 - c) turn back

19. Ben tried to ask Clara out on a date, but she

- a) turned him down
- b) turned him up
- c) turned him off

20. Mike all of the information and then gave the note to his wife to save it.

- a) took in
- b) took away
- c) took down

Ex. 21. Put the words from the right column in capitals in their right form into the gaps.

Charles Darwin (1809–1882)

<p>A hundred years ago people believed that plants and animals had always been as they are now. They thought that all the 1 _____ sorts of living things, including men and women, were put in this world by some 2 _____ power a few thousand years ago.</p>	<i>DIFFER</i>
<p>It was Charles Darwin, born at Shrewsbury on the 12th of February, 1809, who showed that this was just a legend. As a boy Darwin loved to walk in the countryside, collecting insects, flowers and minerals. He liked to watch his elder brother making 3 _____ experiments. These hobbies interested him much more than 4 _____ and Latin, which were his main subjects at school.</p>	<i>MYSTERY</i>
<p>His father, a doctor, sent Charles to Edinburgh University to study medicine. But Charles did not like this. He spent a lot of time with a 5 _____ friend, watching birds and other animals, and collecting insects in the 6 _____.</p>	<i>CHEMISTRY</i>
<p>Then his father sent him to Cambridge to be trained as a parson. But Darwin didn't want to be a doctor or a parson. He wanted to be a 7 _____.</p>	<i>GREECE</i>
<p>Darwin's idea of evolution was correct.</p>	<i>ZOO</i>
	<i>COUNTRY</i>
	<i>BIOLOGY</i>

<p>In 1831 he set sail in the Beagle for South America to make maps of the 8 _____ there. Darwin went on board the ship to see the animals and plants of other lands. On his voyage round the world he looked carefully at thousands of living things in the sea and on land and came to very important 9 _____.</p>	<i>COAST</i>
<p>This is what he came to believe. Once there were only simple jelly-like 10 _____ living in the sea. Very slowly, taking hundreds millions of years, these have developed to produce all the different kinds of animals and plants we know today. But Darwin waited over twenty years before he let the world know his great ideas. During that time he was 11 _____ collecting more 12 _____.</p>	<i>CONCLUDE</i>
<p>It showed how right he was that all living things had developed from simpler creatures. He wrote a famous book 'The Origin of Species'. People who knew nothing about living things tried to make fun of Darwin's ideas. The 13 _____ of science has shown that he was right.</p>	<i>CREATE</i>
	<i>CAREFUL INFORM</i>
	<i>DEVELOP</i>

Ex. 22. Choose the right answer (A–C) for phrases 1–20.

1. You shouldn't worry about the test because you have prepared well and you'll definitely find it
 - a) very easy
 - b) quite easy
 - c) easily
2. Yes, we went away on holiday last week but it rained
 - a) every other day
 - b) in a day
 - c) every single day
3. If you really want to come out of this without too much damage, my advice is to
 - a) say nothing
 - b) tell something
 - c) speak anything

4. My advice to you is to make a decision before it's too late and simply
- give a chance now
 - take the opportunity now
 - lose the possibility now
5. It was late, a strong wind was blowing, and when she heard the knock on the window, she
- was terrified
 - was scary
 - was afraid
6. I'd like that. Go on.
- I will listen attentively
 - I listened carefully
 - I am listening very carefully
7. No, not really except she did get angry sometimes but
- not as dangerous as she seemed
 - not as frightened as she seemed
 - not as evil as she seemed
8. are you thinking of going to the cinema?
- by the way
 - incidentally
 - anyway
9. You'll just have to make a decision. You can't
- agree with both of them
 - benefit by agreeing to two opposite views
 - choose one only
10. The start of an updated generation of computer software is
- vital
 - imminent
 - urgent
11. Kate Willkie is a very creative journalist, you've got to
- pay her money
 - send her abroad
 - give her credit

12. Learning a foreign language goes with International Business.
- together
 - apart
 - separately
13. If I had a chance to go to London, I would
- reject it
 - take great advantage of it
 - use every opportunity of it
14. So, George... Have youwhat make of car to buy?
- solved
 - decided
 - agreed
15. They're very generous in that theatre — not only is the entrance fee reasonable but they give you a leaflet
- at no cost
 - without money
 - very cheaply
16. Considering the men are over 60 years old, you must admit they are
- well
 - fit
 - unwell
17. If you think I'm going to parachute out of a plane for fun, you must be
- funny
 - serious
 - mad
18. I don't want to go outside without a raincoat because
- it is cold
 - it's raining heavily
 - it's sunny

19. Some of you worked on until to make it a successful project.

- a) it was early in the morning
- b) the end of the day
- c) it was Sunday

20. Forget it, that's now.

- a) best forgotten
- b) less forgotten
- c) forgotten

Ex. 23. Put the words in brackets into their correct form.

In the 1 _____ (eleven) century, people noticed that if a small hole 2 _____ (to put) in one wall of a 3 _____ (dark) room, then light coming through the aperture 4 _____ (to make) a picture of the scene outside on the opposite wall of the room. A room like this 5 _____ (to call) a camera obscura. Artists later used a box 6 _____ (to create) a camera obscura, with a lens in its opening to make the picture clearer. But it was not possible to preserve the image that 7 _____ (to produce) in the box. In 1727, Johann Heinrich Schulze mixed chalk, silver, and nitric acid in a bottle. He found that when the 8 _____ (to mix) was subjected to light, it became darker. In 1826, Joseph Nicéphore Niepce put some paper dipped in a light-sensitive 9 _____ (chemistry) into his camera obscura, which he left exposed in a window. The result was probably the first permanent 10 _____ (photography) image. The image Niepce made was a negative, a picture in which all the white parts are black and all the black parts are white. Later, Louis Daguerre found a way to reverse the black and white parts to make positive prints. But when he looked at the pictures in the light, the chemicals continued to react and the pictures went dark. In 1837, he found a way to fix the 11 _____ (imagination). These images are known as daguerreotypes. Many 12 _____ (to develop) of photographic equipment were made in the nineteenth century. Glass plates coated with light-sensitive chemicals were used to produce clear, sharp, positive prints on paper. In the 1870s, George Eastman proposed using rolls of paper film, coated with chemicals, to replace glass plates. Then, in 1888, Eastman began 13 _____ (to manufacture) the Kodak camera, the first "modern" lightweight camera that people could carry and use.

During the twentieth century, many 14 _____ (technology) improvements were made. One of the most important was color film. Color film is made from 15 _____ (to lay) of chemicals that are sensitive to red, green, and blue light, from which all other colors can be made. Despite the fact that the space age has witnessed the creation of an array of technological marvels, until recently even the ability to take photographs of distant galaxies from above the Earth's atmosphere via orbiting satellites was grounded in the basic principles of photography that Niepce used when he took his first fuzzy negative pictures.

Ex. 24. Match the measurements from the left column with their explanations from the right column.

a) A cricket pitch is 22 yards long	1) Seventy kilograms
b) He is six feet two inches	2) Just over twenty metres
c) He bought two pounds of apples	3) two kilograms
d) She weighs ten stone.	4) about four and a half litres
e) I drink a pint of milk a day	5) Nearly sixty-five kilometres
	6) One meter sixty centimeters
	7) About sixty three kilograms
	8) Nearly two metres
	9) Just over a half litre
	10) About one kilogram

Ex. 25. Match the words in the right column with their definitions from the left column.

a) tiptop	1. a garden plant
b) powwow	2. a confused state
c) tepee	3. a native American tent
d) boogie-woogie	4. in close friendship
e) palsy-walsy	5. the sound a horse makes
	6. a type of blues music
	7. the sound of little feet
	8. idle talk
	9. the best
	10. a Native American council

Ex. 26. Use these phrasal verbs in the sentences below.

1) *bump into*; 2) *get into*; 3) *end up*; 4) *trip over*; 5) *crash into*

- a) Pete was crossing the road when he _____ an old friend.
 b) If you behave badly you'll _____ in prison.
 c) Jerry told about the film, _____ his thoughts in excitement.
 d) If they _____ power they'll improve the situation in the country.

Ex. 27. Match the idioms with their definition.

THICK

1. thick	a. to be unbearable
2. thick and fast	b. very friendly
3. to be a thick	c. under good and bad conditions
4. to be as thick as thieves	d. many and quickly
5. go through thick and thin	e. to exaggerate
6. lay it on thick	f. stupid

THIN

1. thin beer	a. an unconvincing excuse
2. a thin story, essay, etc.	b. to disappear without trace
3. to have a thin time	c. not many spectators
4. a thin excuse	d. rather bald
5. to vanish into thin air	e. lacking interest
6. thin on top	f. to have an unpleasant time
7. a thin audience	g. weak or watery beer

Ex. 28. Match the following noun phrases with their definitions.

1. an apple of discord	a. thirteen
2. a bag of bones	b. everything
3. bags under the eyes	c. easy, pleasant
4. a bed of thorns	d. the menu

5. birds of feather	e. the subject of envy or quarrel
6. a bird of passage	f. a certificate of smth to be healthy
7. a baker's dozen	g. soft dark skin under the eyes
8. the whole bag of tricks	h. a very thin person
9. a clean bill of health	i. people with the same interests
10. the bill of fare	j. a person who can't stay calm
11. a bed of roses	k. a difficult situation

Ex. 29. Match these pairs of nouns with their definitions.

1. alpha and omega	a. fun and pleasure
2. babes and sucklings	b. one's family or relations
3. bag and baggage	c. strength
4. beer and skittles	d. the beginning and the end
5. cloak and dagger	e. hands and feet together
6. flesh and blood	g. feeling and spirit
7. hammer and tongs	h. liveliest person
8. hand and foot	i. all ones' luggage
9. heart and soul	j. like a spy
10. life and soul	k. innocent children

Ex. 30. Complete the gaps in the sentences 1-13 below with the idioms a-1 from the box. There is one extra sentence you do not need to use.

a) *tip-top*; b) *touch and go*; c) *a man about town*; d) *the devil to pay*;
 e) *a pretty penny*; f) *love at first sight*; g) *to fall for someone*;
 h) *to sweet someone off one's feet*; i) *to make a dead set at someone*;
 j) *to elope*; k) *to have a heart*; l) *to take heart*

- It is difficult for the farmer, particularly in some districts of Fife, _____ after the experience of the last few days with their ceaseless torrents. (St. ANDREWS CITIZEN, 1886.)
- The owner had spent what he was wont to term playfully _____ on his books. (George ELIOT)
- One of those _____ films in the city would have gone straight off to take counsel's opinion. (Miss CRADDON)

4. They got married three weeks after they first met; it was a case of _____.
5. They _____ and got married in secret because her parents didn't like him.
6. The young man _____ with his good looks.
7. She _____, but he was in love with somebody else.
8. What a touching attachment that is which these poor fellows show to anyone who _____ their cause _____ - even to anyone who says he has. (THACKERAY)
9. "Why should I give her pure heart to _____!"
"Because you will break it else," said Miss Somerset.
(C. READE)
10. "It was _____, doctor, was it!" inquired the other with a seriousness as strangely foreign to the phrase as the phrase itself was to the speaker's usual manner of expressing himself. (James PAYN)
11. "I must go home, else I shall be locked out."
"There would be _____ then," says Dick, standing up too and stretching like a big Newfoundland.
12. He _____ and asked her to marry him a few days later.

READING

Ex. 1. Read the texts. Match the headings 1-7 with the paragraphs A-G. There is one extra heading. You do not need to use it.

- | | |
|-------------------------|---------------------------|
| 1. Muddy dip | 5. Tasty prize |
| 2. Tough competition | 6. Based on old tradition |
| 3. Spectator unfriendly | 7. For men only |
| 4. Foot-Fighters | 8. For body and mind |

A A popular activity for children, toe wrestling is now a competitive sport. The World Toe Wrestling Competition first started at a pub in Derbyshire, UK in 1976. Locals thought it would be a great idea to hold a competition where individuals lock toes together and force their opponent touch the ground. The organizers applied in 1997 to get the sport included in the Olympics, but unfortunately, it was not accepted.

- B** First introduced in Finland, wife carrying is an actual sport where male competitors race while carrying a female teammate. The sport originated as a joke, but in fact it reminds about a Finnish custom, when men expressed their love by running into villages of their beloved women, picking them up, and carrying off. Now the objective is for the male to carry the female through a special obstacle course in the fastest time.
- C** If somebody is bored going to the swimming pool, it is time to switch into a different kind of water activity. Even though it does seem rather disgusting, bog snorkeling is a sporting event where competitors swim in a water-filled ditch cut in a swamp. Competitors must wear snorkels and flippers, but can only complete the course by swimming with their flippers and not using traditional swimming techniques.
- D** Taking underwater sports to the next level, underwater hockey, or Octopush, is a non-contact sport where two teams compete to score by maneuvering the puck into the opponents' goal at the bottom of a swimming pool. Just like hockey but underwater, the game has actually become very popular. Unfortunately, it is better to play it than to watch, because the action is all below the surface, and one must enter the water to get the full effect of the game.
- E** The sport that provides the use of both strength and intelligence is chess boxing. The sport is a combination of boxing and chess with the different games alternating after each round. A match between two individuals lasts up to eleven rounds, starting with a four minute chess round and followed by two minutes of boxing, when all the fighting is done in the ring and the actual strategy is tested on the board.
- F** Cheese rolling is probably one of the simplest sports. People compete to find out who is faster: cheese or they. From the top of hill, a round of Double Gloucester cheese is rolled and competitors chase after it. Competitors aim to catch the rolling cheese but this rarely happens as it has a one second head start. The first individual across the finish line at the bottom of the hill wins the first price, which is the cheese, of course.

G Men from all walks of life enjoy letting their hair down, because facial hair can not only make a man look more masculine. It is also a great chance to participate in a contest. The World Beard and Moustache Championships is a competition where men show off their extraordinary beards and moustaches, displaying their length and style in four separate categories, judging the best moustache, partial and full beards, and freestyle, when any creation is just fine.

Ex. 2. You are going to read an article containing information about seven famous people. For questions 1–15, choose answers from the texts (A–G). The reviews may be chosen more than once.

- A** When Will Rogers was being taken to the White House to meet President Calvin Coolidge, he was cautioned not to try to be funny because the President had no sense of humor. The undaunted Rogers bet that he could have Coolidge laughing within 20 seconds. When the formal introduction was made, “Mr. President, may I introduce my friend, Mr. Will Rogers,” Rogers held out his hand with a questioning look and said, “Pardon me, I didn’t quite get the name.” Coolidge roared with laughter, and Rogers won the wager.
- B** Having emigrated to Austria during World War I, Leon Trotsky spent much of his time playing chess at the Cafe Central. Many viewed the Russian as a docile, quiet man who kept to himself. In March of 1917, when told that revolution had broken out in Russia, the Austrian foreign minister could not believe it. He skeptically responded, “Russia is not a land where revolutions break out. Besides, who on earth would make a revolution in Russia? Perhaps Herr Trotsky from the Central Cafe?”
- C** Roosevelt was often bored by the tedious small talk that was required of him at social functions. He often felt as if those with whom he conversed were seldom paying attention to what was said. To prove his point, sometimes Roosevelt would begin a conversation by saying, “I murdered my grandmother this morning.” Often these words were met with polite approval. On one occasion, however, an attentive listener gave the witty reply, “I’m sure she had it coming to her.”

- D** When Sarah Siddons, the famous English actress, was a girl, her father, Roger Kemble, strictly forbade her to marry an actor. One day, however, he was told that his daughter had secretly married one of the actors of his company. The enraged father rushed to punish the guilty ones. “How did you dare to disobey my orders?” he exclaimed, “You’ve married the worst actor in my company, who hardly deserves the name!” “So, dear father, your orders have been obeyed!” said the young woman. “As my husband is so poor as a performer, he can hardly be called an actor.
- E** **Arthur Conan Doyle**, the famous author of detective stories, once came to Paris. He hired a cab at the railway station to go to the hotel. “What hotel would you like to go to, Mr Conan Doyle,” asked the cabman. The writer was greatly surprised. “How do you know my name?” he asked. “Well, it’s simple,” the cabman said. “The other day I read in the newspapers that you would probably visit Paris. Then I noticed that your suit was made of good English tweed.” “Wonderful!” said Conan Doyle. “You are a born detective!” “Thank you, Sir,” the cabman replied. “But another fact also helped me to identify you.” “What is it?” asked the writer. “You see, your name is written on your luggage.”
- F** **Mark Twain**, the famous American writer, was travelling in France. Once he was going by train to Dijon. That afternoon he was very tired and wanted to sleep. He therefore asked the conductor to wake him up when they came to Dijon. But first he explained that he was a very heavy sleeper. “I’ll probably protest loudly when you try to wake me up,” he said to the conductor. “But do not take any notice, just put me off the train anyway.” When Mark Twain woke up, the train was already in Paris. The angry writer ran up to the conductor and said, “I’ve never been so angry in all my life.” The conductor looked at him calmly. “You are not half so angry as the American whom I put off the train at Dijon,” he said.

G Thomas Gainsborough, one of England's most famous 18th century painters, discovered his talent in an unusual way. As a boy he lived in the country and once, while walking near his father's house, he saw a thief climb over the wall of neighbour's garden. He had a look at the man, went back home and was able to draw a good likeness of the thief. When Tom's father heard the story and saw the picture, he took it to the police at once. It was such a good likeness that quite soon the thief was caught and punished.

1. His new abilities helped to catch the outlaw.
2. Local people learnt from the newspapers that he would come.
3. This person probably had changed life in his country.
4. He managed to make that person have fun.
5. He was a sleepyhead.
6. This person wasn't allowed to connect the life with a performer.
7. He used to say an awful phrase to attract listeners' attention.
8. The crime helped him to discover his talent.
9. He didn't believe that President was a serious man.
10. He moved to live in another country.
11. His name was written on his baggage.
12. From all the famous people in this task this person is of the opposite sex.
13. This person was not likely to speak a lot.
14. He missed his destination and got upset.
15. His bags and trunks were made of the best leather.

Ex. 3. Read the text and complete the gaps A–F with the parts of the sentences 1–7. There is one extra sentence. You do not need to use it.

Madame Tussaud's

As the best known and most widely celebrated wax exhibition in the world, Madame Tussaud's museum attracts over two million visitors every year. So exactly what is the secret behind this success? Firstly, it is the surprising accuracy of three dimensional portraits, A _____. Secondly, they are regularly updating their displays to reflect a rapidly changing world. But the key reason for such popularity is a very simple one – because

curiosity about people B _____. is part of human nature.

When Madame Tussaud first discovered her remarkable talent for wax sculpture, modelling the great figures of the time in the 18th century France, little did she realize C _____. Her adventures began with an invitation to join the Royal Court of King Louis XVI. Following the revolution, she made the monumental decision to leave France and tour the British Isles, D _____. In 1835 this exhibition found its first permanent home in London, not far from the present day site. Since then, the story has been one of constant progress.

Today Madame Tussaud's is more impressive than ever before, thanks to a multi-million pound investment E _____. For instance, there is the Garden party set in the beautiful grounds of an English country house, F _____. Or you can easily meet royalty and statesmen in the Grand Hall. So this museum is the place for the people to meet the famous people.

1. who have onscreen entered our everyday life
2. and the chance to rub shoulders with the famous
3. that has resulted in many costly unique attractions
4. who made a strong impact on the museum progress
5. where you can mingle with a host of contemporary celebrities
6. that her skill would take her on such a long journey
7. where she exhibited her collection of figures to curious spectators

Ex. 4. Read the text and choose the right answer (a–d) to the questions after the text.

When I first met Maureen...

I first became aware of Maureen Kavanagh's existence when I was fifteen, though nearly a year passed before I managed to speak to her and discover her name. I used to see her every weekday morning, as I waited for the tram which took me on the first stage of my tedious three-leg journey to school. That was Lambeth Merchants', a direct-grant grammar school to which, pushed by a well-intentioned junior-school head, I unluckily gained admission at the Eleven-Plus. I say

unluckily because I believe now that I would have been happier, and therefore have learned more, at some less prestigious and pretentious establishment. I had the innate intelligence, but not the social and cultural back-up, to benefit from the education on offer at Lambeth Merchants'.

It was an ancient foundation that took obsessive pride in its history and tradition. It accepted fee-paying pupils as well as the cream of the Eleven-Plus, and modelled itself on the classic English public school, with "Houses" (though there were no boarders), a chapel, a school song with words in Latin, and numerous arcane rituals and privileges. The buildings were sooty neo-gothic redbrick, turreted and crenellated, with stained-glass windows in the chapel and the main assembly hall. The teachers wore gowns. I never fitted in and never did well academically, languishing at the bottom of my class for most of my school career. My Mum and Dad were unable to help me with my homework, and indulged my tendency to skimp it. I spent most evenings listening to comedy shows on the radio (my classics are ITMA, Much Binding in the Marsh, Take It From Here, and The Goon Show, not the Aeneid and David Copperfield) or playing football and cricket in the street with my mates from the local secondary modern. Sport was encouraged at Lambeth Merchants' — they even gave "caps" for representing the school — but the winter game was rugby, which I loathed, and school cricket was played with a pomp and circumstance that I found tedious. The only success I enjoyed at school was as a comic actor in the annual play. Otherwise I was made to feel stupid and uncouth. I became the class clown, and perennial butt of the masters' sarcasm. I looked forward to leaving school as soon as I had taken the O-Level examinations I did not expect to pass.

Maureen went to the Sacred Heart convent school in Greenwich, also courtesy of the Eleven-Plus. She had an equally awkward journey from Hatchford where we both lived, but in the opposite direction. Hatchford was, I suppose, a desirable outer suburb of London when it was first built at the end of the nineteenth century, just where the Thames plain meets the first Surrey hills, but was almost part of the decaying inner city by the time we were born. Maureen lived at the top of one of the hills, in the lower half of a huge Victorian villa that had been divided into flats. Her family inhabited the basement and ground floor. We lived in a little terraced house in Albert Street, one

of the streets off the main road at the bottom of the hill, where the trams ran. My dad was a tram-driver.

1. The author is telling a story about his
 - a) childhood
 - b) adolescence
 - c) adulthood
 - d) old age
2. The author didn't make much progress at Lambeth Merchants' as he
 - a) wasn't intelligent enough
 - b) didn't understand the masters
 - c) wasn't prepared to work hard
 - d) didn't fit in socially
3. The author got admitted to the grammar school because he
 - a) showed top results at elementary school exams
 - b) was good at sports
 - c) demonstrated artistic talents
 - d) was liked by the school masters
4. The author believes that the school he used to go to was
 - a) modest
 - b) outdated
 - c) modern
 - d) pompous
5. The author didn't like to do any sport at school because he didn't like
 - a) the way the sports were played
 - b) the games practiced at the school
 - c) physical activities
 - d) to mix with his classmates
6. Both the author and Maureen made their way to their schools
 - a) on foot
 - b) by public transport

- c) by taxi
- d) by bicycle

7. The author refers to the place where he and Maureen lived as to
- a) a prestigious residential area
 - b) picturesque suburbs of London
 - c) a deteriorating area
 - d) a busy part of inner city

Ex. 5. Read the text and match the endings (1–5) with the paragraphs (A–E). There is one extra ending you do not need to use.

Teotihuacan is the largest and most impressive urban archaeological site of ancient America, covering an area of roughly 20 square kilometers. The city was at one time thought to be the religious center of the Toltecs but A_____.

The earliest artifacts from Teotihuacan date from over 2,000 years ago, but the period of greatest expansion dates from 200 CE to 500 CE. At its peak the city is estimated to have had a population of up to 200,000 inhabitants, with residential areas extending throughout the built-up area. Judging by regionally dispersed finds of the image of the rain god Tlaloc, of “thin orange wear” pottery, and B_____.

It is not clear what caused the city’s decline and eventual abandonment, but the evidence points to overpopulation, a depletion of resources, and the possible sacking by adversaries. The primary axis of the city was the Avenue of the Dead, which extends for 2.5 kilometers through the center of the urban area, starting in the north at the Moon Plaza and continuing beyond the Great Compound complexes to the south. The avenue divided Teotihuacan into two sections with apartment compounds arranged on either side, often symmetrically, C_____.

The vast Pyramid of the Sun, located in the middle of the central zone, is the tallest and most dominant structure of Teotihuacan, with a height of 65 meters and a base covering approximately 10 acres. At one time the edifice was surmounted by a temple. A cave located underneath the pyramid and possibly used for ritual activities hints at its religious importance. The Pyramids of the Moon and Feathered Serpent are D_____.

A particular feature of the architecture of many of the pyramidal platforms at this site is the series of sloping apron walls, known as taluds, interspersed with vertical panels -tableros - producing a step-like appearance. Originally all such structures would have been covered with a layer of stucco and then painted, E_____

1. suggesting a highly planned layout from the earliest phases of construction.
2. of the characteristic architectural forms, the influence of Teotihuacan was widespread.
3. It is not clear what caused the city’s decline
4. other notable ceremonial sites nearby.
5. is now believed to be a creation of an earlier civilization about whose origins little is known.
6. often with pictures of animals and mythological creatures.

Ex. 6. Read the text below and find correct answers (a–d) for questions 1–7.

Michael Bukht

Michael Bukht founded Classic FM, first commercial radio station, and is also known as the “crafty cook”, a presenter on the BBC programme Food and Drink. His greater impact on broadcasting came through spotting a gap in the provision of classical music: he became a founder of Classic FM in 1992 and its programme controller for 5 years.

Bukht was not a musician and his pronouncements on classical music generated considerable indignation among those who preferred “white tie and penguin suit” approach. In a typical bit of showmanship he once invited members of an audience to identify commercials associated with extracts of classical music. “The prize,” he announced “is a Porsche.” When they duly did so he was triumphant: “We don’t recognise yet how popular classical music is.”

His format of chat and short but complete bits of music was initially successful until there was a disastrous attempt to export the format, and the station tried to recoup its losses through extra advertising, which in turn alienated listeners. He believed classical music was much more than just a commodity, launching a nightly young musicians’ programme that gave conservatoire graduates an hour of

live air time (not always with complete success), and he recruited the Radio 3 presenter Tony Scotland.

He thought that an audience did not like to be challenged all the time, and there was a time for this: the evening. Commuters needed the time, the weather, the news, all interspersed with movements of music, though not usually whole works (again, except for the evenings). Mozart, he said, understood this piecemeal approach to performance of his works, and so what was good enough for Mozart was good enough for him.

In the 1990s, the strain of juggling so many balls began to tell: "If you're dealing with a board of investors who are proposing to lend your radio station millions of pounds, you don't speak to them in quite the same way as you do when you're telling housewives how to make a cheese pie". When you're a cook, you're expected to be cheery and positive all the time. Eventually, it all became too much." Bukht recalled.

In 1997 he fell over and woke up in hospital. Diagnosed with an incurable inner-ear disease triggered by stress, Bukht stepped down as programme controller of Classic FM, but continued to appear on Food and Drink. However, while his successful formula has inevitably been modified, his basic vision for Classic FM has remained constant.

Michael's door was always open to staff and students him being an awesome teacher. Albury writes: "In 1969 the BBC recruited lively young people who didn't know what they were doing. Michael Bukht was an editor of the day. Unlike his peers, his supreme confidence enabled him to take incompetence in his stride. Instead of getting angry, he would teach us what we needed to know – how to write a studio intro, plan an interview and write to film. Without Michael, I would have sunk without trace".

1. According to the author, Michael Bukht influenced the media mostly by
 - a) spotting breaches in contents of radio programmes.
 - b) starting Food and Drink Programme.
 - c) his love for classical music.
 - d) founding a new type of radio station.

2. What did ensure Bukht's success with Classic FM?
 - a) His experience as a musician.
 - b) The format in which Classic FM worked.
 - c) The presentation of classical music in popular manner.
 - d) The support of the followers of "white tie and penguin suit" approach.
3. What did alienate the listeners at some point?
 - a) Additional commercial advertisements.
 - b) Inexperience of young musicians.
 - c) Turning classical music into commodity.
 - d) The invitation of Tony Scotland.
4. The phrase "an audience did not like to be challenged all the time" means that Michael Bukht believed that whole works of classical music are better to be on
 - a) when commuters were on their way home.
 - b) only in the evenings.
 - c) at the time slot between the weather and the news.
 - d) after some pieces from Mozart.
5. In the 1990s Bukht started experiencing
 - a) positive results of his negotiations with a board of investors.
 - b) his success as a "crafty cook".
 - c) first difficulties being engaged in so many projects.
 - d) annoyance with his activities.
6. After 1997 Michael Bukht was
 - a) both a programme controller of Classic FM and Food and Drink presenter.
 - b) Food and Drink presenter.
 - c) only a programme controller of Classic FM.
 - d) unemployed.
7. In 1969 Michael Bukht taught the new staff because he
 - a) was different from his colleagues and could turn their incompetence into an advantage.
 - b) was an editor of the day and that was one of his responsibilities at the BBC.

- c) was never getting angry and always open to staff and students.
- d) knew they would fail without being able to write a studio intro or plan an interview.

Ex. 7. Read the text and match parts of the sentences 1–7 with the gaps in the paragraphs A–F. There is one extra ending you do not need to use.

London cycle scheme

London's mass cycle hire scheme is to expand into new parts of the city following a first year of operation which saw more than 6 mln journeys using the distinctive, blue-and-grey bikes. The expansion was announced by London's mayor, Boris Johnson, at an event before this weekend's anniversary of the scheme, A _____ . It is the biggest public cycling project in the UK.

The London version was launched in spite of gloomy predictions of possible indifference, mass vandalism and theft, and likely accidents B _____ to the capital's busy streets. All of these have been proved wrong. Bike use has reached up to almost 30,000 trips a day, and C _____ the scheme has experienced no major accidents.

The bikes will spread the west and south-west of London. This will happen within the next two years. Boris Johnson marked the anniversary with a press event at Westfield, riding one of the bikes around the shopping centre's main floor for the benefit of the cameras, and D _____ , one of whom managed to fall off.

The rental bikes, he argued, had made the city safer for all cyclists, claiming London had seen a 15% increase in cycling since the scheme was launched, while overall deaths and serious injuries to cyclists had fallen. The hope was E _____ increasingly abandon cars for short, local journeys such as shopping.

The first phase of the rental system, F _____ , involves a planned 6,000 machines across 400 rental points. The eastward expansion will see an extra 2,000 bikes added to the fleet.

1. as many thousands of inexperienced cyclists took
2. which took a number of months to complete
3. that as the bikes became more common, Londoners would
4. encouraging shoppers to ride alongside him
5. which was modeled on a similar system in Paris
6. that Londoners will prefer bikes to other vehicles
7. while there have been a small number of minor injuries

Ex. 8. Read the text below and choose the right answer (a–d) for questions 1–7.

Bollywood's Global Change

1. It took more than 16 tonnes of tomatoes to turn the coming-of-age film, *Won't Get Life Back Again*, into the latest international cinema hit from Bollywood. The movie's subsequent huge success, both inside and outside India, is being taken as evidence that the country's cinema is ready for global lift-off. The film *Won't Get Life Back Again* has grossed more than \$3.8m internationally, the best figures for an Indian release this year. The tomatoes were used by the film's director, Z. Akhtar, to recreate the chaos of the La Tomatina festival in the small town of Bucol. *Such attention to detail* was another sign of a growing confidence that Bollywood could eventually mount a serious challenge to Hollywood for world cinema takings.

2. K. Lulla, executive chairman of the film company X International, believes that thanks to India's economic boom, its film business will grow during the coming decade. "Once that happens, marriage between Hollywood and Bollywood will take place," he said in a recent interview. "Bollywood will be of a size that will matter to the world."

3. India produces around 1,100 films a year in several languages, with Bollywood a major centre for Hindi film production. Their optimism is based on demography. More than 350 million Indians are now ranked as middle class, most of them young with much more money to spend than their parents had. There is also a diaspora of 50 million South Asians with estimated assets of \$1 trillion and a passion for cinema.

4. Bollywood is changing as India surges ahead. "The film business became more professional during the last decade once

the government made bank finance available," said K. Lulla. "Professionalism still remains a challenge, but companies such as X International have brought in a new dynamism."

5. The old drawbacks in Indian creative industries have also begun to recede. Professionally managed film companies have brought in American-style studio practices. Though the number of cinema screens is still very low for a country of India's size, multiplexes in glittering new malls charge high ticket prices and are increasingly attracting a well-heeled audience."

6. "Even before a film gets released it brings much income," said Jain. "Slicing and dicing is the name of the game. We pre-sell the music, the satellite TV rights, the radio rights, new media such as mobile telephone ringtones – which is seeing enormous growth – in-flight entertainment rights, and so on."

7. Z. Akhtar believes that the huge impact of satellite TV is changing audience tastes in India, but the content of Bollywood films limits their appeal internationally. As Lulla said, "all Indian films are love stories – we Indians are very emotional people. Like Hollywood in the 30s, it's escapism cinema." Even if Bollywood films are better made and better marketed today, they still sing an old tune.

1. The phrase *Such attention to detail* in paragraph 2 refers to
 - a) the names of the town and the festival.
 - b) the total sum of the film profit.
 - c) the way in which the Bucol festival was reproduced.
 - d) the manner in which Bollywood follows Hollywood.

2. The forthcoming development of Indian cinematography is conditioned by
 - a) cooperation between Hollywood and Bollywood.
 - b) the trade and industrial development of the country.
 - c) the expansion of Bollywood.
 - d) efforts of Bollywood executives.

3. There is a tremendous potential for entertainment industry growth in India because
 - a) the population has grown dramatically.
 - b) there are more wealthy people in the country.
 - c) young Indians have more pocket money.

- d) the amount of cinema-lovers among South Asians has increased.

4. According to K. Lulla, Bollywood became more professional because

- a) of the country's rapid development.
- b) X International company made the film industry more dynamic.
- c) professionalism is a challenge for young Indians.
- d) bank financing has become possible.

5. What caused the growth of wealthy audience in Indian cinemas?

- a) Building of new multiplexes in malls.
- b) High ticket prices.
- c) Traditions in Indian creative industries.
- d) American-style studio practices and professionalism.

6. Which of the following is NOT mentioned by Jain as contributing to income before the film release?

- a) translation rights.
- b) the rights for radio broadcasts.
- c) telephone ringtones.
- d) right for entertainment during the flights.

7. According to Z. Akhtar, Indian films could attract a wider audience worldwide if

- a) there would be more romance in them.
- b) all people had access to satellite TV.
- c) the stories they tell would be changed.
- d) Bollywood had not limited international connections.

Ex. 9. For questions A–F read the text below and fill in the gaps with the linking words or phrases 1–7 from the box. There is one extra word in the box.

Why are we so good at recognizing our own facial expressions?

A study published in the Royal Society Biological Science suggests that we use different recognition strategies when we see ourselves and when we recognise our friends.

Everyone has characteristic facial movements and gestures that others use to recognise them but we are better A_____. This is obviously a surprise, because B_____, we rarely see our own faces except in the mirror or in video recordings. It's a puzzle how we have gathered enough information to recognise our own movements so readily.

So, C_____, the researchers recorded pairs of friends individually telling a joke. They then mapped the facial expressions of participants onto avatars, so that their facial movements were visible but not their faces.

Six months later, each participant watched a selection of videos of the avatars and was asked to say whether it was an avatar of themselves, a friend, or a complete stranger. The results showed that they were very good at recognising their own movements, D_____. The researchers found E_____ made people less able to distinguish their own avatars from those of strangers.

Richard Cook, a psychologist who led the study, concludes that we learn information about our characteristic expressions and movements without realising it. "F_____, you hear the rhythm of your feet and feel yourself moving," he said. "There are lots of ways that you can learn the rhythmic structure of your actions and it's that which helps you recognise yourself."

1. to find out what causes it
2. but had trouble distinguishing their friends from strangers
3. when walking along
4. at recognising our own characteristic facial movements
5. that learning the rhythmic structure
6. while we have a lot of experience of seeing others' movements
7. that changing the "rhythm" or timings of videos

Ex. 10. Match the headings 1–8 with the paragraphs A–G. One heading is extra.

1. Named literally
2. Underwater world
3. Core element
4. At the crossroads
5. Decorative in captivity
6. Difference to be used

7. The name to argue

8. Natural doctor

- A A large amount of life on Earth exists in the oceans, but since many ocean species are still to be discovered nobody exactly knows how large it is. Vast marine life is not limited to only fish. It is much more than that. Oceans hide various forms of life from microscopic ones, plants, reptiles, seabirds to marine mammals. Even the Polar Bear is sometimes considered a marine mammal because of its dependence on the sea.
- B The Mediterranean Sea is very important for the origins and development of many modern societies. It had a major influence on origin, development, history and ways of life of Mesopotamian, Egyptian, Persian, Jewish, Greek, Roman, Carthaginian Islamic and Christian cultures. For thousand years it has been a uniting element and the centre of transport, trade and cultural exchange between diverse peoples.
- C Ocean water differs in temperature and salinity. At the surface it is a warm, relatively non-salty water, and deeper below the surface layers of water become very salty and cold. The temperature of this deep ocean water is very low, just a bit over one degree by Celsius. But scientists know how to benefit from it. It can be turned into the production of energy, air conditioning and, in some cases, irrigation.
- D One of the world's first health resorts was the Dead Sea. Since ancient time it has been the supplier of a wide variety of products, such as salt and the minerals to create cosmetics and herbal sachets. Many people believe that the mud of the Dead Sea has special healing and cosmetic uses. But it also has great health effect in treatment of many diseases which patients can benefit from while sunbathing for long periods in the rich water of the Dead Sea.
- E The idiom "to sail the Seven Seas" has had different linguistic uses during various periods, but it always has been referred to a particular set of seven seas. The first record of this phrase is dated back to the 9th century A.D., when the Muslim author Yaqubi

described his trip to China as the way cross seven seas, each one with its own color and wind and fish and breeze, completely unlike the sea that lies beside it.

- F** The Caspian sea is the largest lake in the world. It is a terminal lake, which means that its water body is isolated from the world ocean. But many people insist that it is the sea, because the water in the Caspian is slightly salty. In fact, it happens because it doesn't drain to the ocean and all the minerals have to stay in the water. As it evaporates the lake usually becomes saline.
- G** Jellyfish is becoming a popular trend in aquariums in many countries. But mostly colorless in natural conditions, many jellies are so transparent that they are nearly invisible. For this purpose the tank's background is often blue and the animals are illuminated by side light, increasing the contrast between the animal and the background. Lately, with the invention of special equipment it became possible to assemble a jellyfish aquarium for personal use.

Ex. 11. Match the endings of the sentences 1–7 with the gaps A–F. One sentence is extra.

London Planetarium

The London planetarium provides both a gateway to the galaxy and a unique perspective on the vastness of the universe. It takes your fascination with stars, planets and space travel to the very limits of exploration. As a star gazing experience without equal, the planetarium has been attracting millions of visitors for almost 40 years.

The planetarium is even more popular now **A**_____. A costly transformation has recently been made to the planetarium. It has used modern technologies at every level of its development. The end result is a spectacular three-dimensional exhibition and a wonderful cosmic show, **B**_____.

Before you lift off into orbit, three new interactive exhibition areas – Launch zone, Planet zone and Space zone – will help to prepare you for your journey by **C**_____. All information is presented in an interesting colourful way,

D_____. For example, you can enjoy lifelike wax models of the world most famous astronomers. So in each zone you will find something to surprise you, **E**_____.

Under the dome, the new star show is made possible thanks to the most advanced star projector in existence. On a journey, **F**_____, passengers are taken then on a fast moving trip through stars into distant galaxies. Everything is designed not only to thrill and amaze you, but to show how our perception of the universe has changed over the centuries.

1. which takes you on an imaginary trip into the space
2. because the admission fees have been raised considerably
3. because it has a new look and a fresh approach to presentation
4. providing as many facts and figures as you can learn
5. which starts with a beautiful sunrise over ancient Stonehenge
6. using large displays, videos, detailed models and more
7. and you will also get answers to the most challenging questions

Ex. 12. Put these paragraphs A–L in the logical order to get a story about a famous scientist.

Albert Einstein

- A** After school Einstein went to Switzerland and tried to become a teacher there, but he couldn't find a job. He went to work at the Swiss patent office in Bern where he studied what other people had invented.
- B** In 1941 the American government started the Manhattan project which led to the construction of the atomic bomb. Two of these bombs were dropped over Hiroshima and Nagasaki to end the war against Japan. Einstein was horrified when he heard the news. He wanted the world to use atomic energy for peaceful purposes.
- C** Albert Einstein was born in Ulm, Germany in 1879 and grew up in Munich. He wasn't a good student at school and only did things he was interested in, like science and mathematics. At a very early age young Albert started wondering about the mysteries of the universe.

- D** After divorce from his first wife, a classmate of his, Albert went to Berlin where he married his cousin Elsa. He lived in Berlin for a long time and there he developed many of his scientific theories. Einstein became so well known that he was invited to universities around the world to talk about his discoveries. In 1921 he received the Nobel Prize for Physics.
- E** According to Einstein all objects followed curved paths and get attracted by the gravity of an object. Time would pass more slowly if you are close to a very large object like a planet. This means that the clock of a plane goes faster than a clock at an airport because the plane is farther away from the earth.
- F** Albert Einstein was a famous scientist who completely changed the way that people saw our world and the universe. Einstein created many theories which proved that things like gravity, light, energy and matter were connected with each other. At first, very few scientists could understand Einstein's theories but as time passed other scientists showed that he was correct.
- G** One of the most famous equations ever written came from Albert Einstein: $E = mc^2$. Energy is mass times the squared speed of light. This equation shows that mass can be turned to energy. Because the speed of light square is such a high number even a small amount of mass can be turned into a lot of energy.
- H** This means, for example, that there is enough energy in a glass of water to give power to a city like London for a whole week. The problem is how to get the energy out of the mass. This equation led to the building of the atomic bomb. The first bomb only had 0.6 grams of mass but scientist turned it into enough energy to destroy a whole city.
- I** In the meantime things were starting to change in Germany. Einstein was against the Nazis and their ideas of controlling the world and killing Jews. The Nazis, in return, hated him and his theories and they burned most of his books.
- J** Einstein decided to leave Germany and go to the United States. When World War II broke out in 1939 Einstein discovered that German scientists were working on a bomb that could kill thousands of people. He wrote a letter to the American president

- to warn him and suggested that the Americans start building one too.
- K** For the last twenty years of his life, Einstein lived in Princeton where he continued his scientific work. He died on April 18, 1955.
- L** Einstein also thought that space and time were closely related to each other. He thought that there were not three dimensions to objects but four—the fourth one was time. Other scientists, who continued his work, claimed that it is possible to travel into the past and into the future. Black holes might be tunnels that could take you back and forth in time.

WRITING

Ex. 1. Write your own version of a funny story. Describe events in an entertaining way.

1. You should write 220–250 words.

2. Write a story.

Start like this:

It was a beautiful day and I had decided to go cycling in the mountains. I got up early and...

Write your story in 120–180 words in an appropriate style.

Ex. 2. Comment on the following problem.

Children must see their divorced parents.

My parents divorced three years ago. My mother doesn't allow me to see my Dad as she thinks he was guilty. I miss my Dad very much. He comes to my school secretly and begs me not to tell Mum about his visits....

Write 100–120 words.

Remember to

- make an introduction,
- express your personal opinion on the problem and give reasons,

- express your attitude towards the information from the box,
- make a conclusion.

Write in your own words.

Ex. 3. Write a formal letter.

You have seen this advertisement in an English language magazine.

This International Charity has an impressive database of teaching posts for volunteers, including university medical programmes in Sri Lanka, conservation projects and rural health assignments in India.

Visit our website: www.teaching-abroad.co.uk

You want to do voluntary work next summer. Write your letter of application in 120–180 words. Do not write any postal address.

Ex. 4. Write this person's opinion about a film he has seen.

Use the notes from the table.

Name of film	Eclipse
Characters	Bella, Edward, Jacob, Riley
Favourite scene	The first scene where Riley runs through the streets — amazing special effects, pleasant music
Ending	happy
Actors	Robert Pattinson (Edward Cullen) is a perfect actor
Notes	read the book before I saw the film — I love the book but the film is better — more exciting. Next film "Breaking Dawn" I can't wait!
Recommend	Yes, no doubt

Ex. 5. Write your review in 120–180 words. Follow the rules of writing.

A group of students from the USA are going to visit your city next summer as part of exchange visit. Their teacher asked you to write

a report about entertainment in your city, including the following information:

- local places of entertainment,
- cheap cafes where they could eat,
- the best places for teenagers to go shopping.

Write your report about 120–180 words according to the rules.

Ex. 6. You have seen an advertisement on an international website.

Country breaks

What's your favourite country, and why?

Write us an article:

- describing the country,
- saying why it is special for you.

We will publish the most interesting articles online next morning.

Write your article in 200–250 words. Follow the rules of writing an article.

SPEAKING

Task 1

Monologue 2–3 minutes

Imagine you are a "tourist guide". Your task is to tell a "foreign tourist" (your partner) about the famous Russian attraction *Saint Basil's Cathedral in Red Square* (you will be given a picture of this place).

You are given a fact file in Russian which you should choose the information about the cathedral and present it to the "tourist" in an entertaining way.

Tell about:

- the significance of this historical attraction to Russia;
- the history of its construction;
- some peculiarities of its design.

You are given **15 minutes** to look through the fact file and get prepared to your part of the "excursion". Your speech on the monument should last for **2–3 minutes**.

Fact file:

Собор Василия Блаженного — православный храм, расположенный на Красной площади в Москве. Широко известный памятник русской архитектуры. До XVII века обычно назывался Троицким, так как первоначальный деревянный храм был посвящён Святой Троице; был также известен как «иерусалимский», что связано как с посвящением одного из приделов, так и с совершавшимся в Вербное воскресенье крестным ходом к нему из Успенского собора с «шествием на осляти» Патриарха.

Собор был построен в 1555—1561 годах по приказу Ивана Грозного в память о взятии Казани и победе над Казанским ханством, которые случились именно в день Покрова Пресвятой Богородицы — в начале октября 1552 года. Существует несколько версий о создателях собора. По одной из версий, архитектором был известный псковский мастер Постник Яковлев по прозвищу Барма. По другой широко известной версии, Барма и Постник — два разных архитектора, участвовавших в строительстве; эта версия ныне устарела. По третьей версии, собор был построен неизвестным западноевропейским мастером (предположительно итальянцем, как и ранее — значительная часть сооружений Московского Кремля), отсюда и неповторимый стиль, сочетающий в себе традиции как русского зодчества, так и европейского зодчества эпохи Возрождения, но эта версия пока так и не нашла никакого чёткого документального подтверждения. Согласно легенде, зодчие собора (Барма и Постник) были ослеплены по приказу Ивана Грозного, чтобы они не смогли больше построить подобного храма. Однако если автором собора является Постник, то он не мог быть ослеплён, поскольку в течение нескольких лет после строительства собора участвовал в создании Казанского кремля.

Сам храм символизирует собой Небесный Иерусалим, однако значение цветовой раскраски куполов и по сей день остается неразгаданной загадкой. Ещё в прошлом столетии писатель Чаев предположил, что цвет куполов храма можно объяснить сном блаженного Андрея Юродивого (Константинопольского) — святого подвижника, с которым, по церковному преданию, и связан праздник Покрова Божией Матери. Ему привиделся Небесный Иерусалим, и там «были сады многие, в них древа высокие, колеблющиеся своими вершинами... Одни из деревьев цвели, другие златовидною листвою были украшены, иные имели плоды различные несказанной красоты». Современная колокольня Покровского собора сооружена на месте древней звонницы.

Ко второй половине XVII в. старая звонница обветшала и пришла в негодность. В 1680-х гг. её сменила колокольня, которая и стоит по сей день.

Основание колокольни представляет собой массивный высокий четверик, на который поставлен восьмерик с открытой площадкой. Площадка огорожена восемью столбами, соединёнными арочными пролётами, и увенчана высоким восьмигранным шатром.

Ребра шатра украшены разноцветными изразцами с белой, жёлтой, синей и коричневой поливой. Грани покрыты фигурной зелёной черепицей. Завершает шатёр небольшая луковичная главка с восьмиконечным крестом. В шатре находятся небольшие окошки — так называемые слухи, предназначенные для усиления звука колоколов. Внутри открытой площадки и в арочных проёмах на толстых деревянных балках подвешены колокола, отлитые выдающимися русскими мастерами XVII—XIX вв. В 1990 г., после долгого периода молчания, они снова стали использоваться.

Dialogue: 2 minutes

Answer 3 questions of your partner (“a foreign tourist”), who wants to get additional facts and information, which were not mentioned in your presentation.

Task 2

Dialogue: 2 minutes

Now you are a “foreign tourist”. Listen to the presentation of your partner on another historical place, ask your partner (“a tourist guide”) **3 QUESTIONS** about the place to get **ADDITIONAL INFORMATION**, not mentioned by your partner.

Answers **Тренировочные упражнения 9-11 классы**

Vocabulary and grammar exercises

- Ex. 1. 1) six
 Ex. 2. 1) a; 2) b; 3) a; 4) b; 5) b
 Ex. 3. 1. lay; 2. greatest; 3. were closed; 4. was allowed; 5. had been dry; 6. carrying; 7. wooden; 8. marks; 9. rebuilding; 10. buried
 Ex. 4. 1. C; 2. A; 3. C; 4. B; 5. A; 6. B; 7. B; 8. A; 9. C; 10. B.
 Ex. 5. 1. j; 2. e; 3. i; 4. o; 5. k; 6. n; 7. b; 8. m; 9. f; 10. a; 11. g; 12. d; 13. c; 14. i; 15. h

Ex. 6. 1. b; 2. a; 3. j; 4. f; 5. i; 6. g; 7. d; 8. c; 9. h; 10. e

Ex. 7. 1. e, u; 2. h, s; 3. f, l; 4. k, r; 5. a, t; 6. c, o; 7. b, v; 8. j, m; 9. d. q; 10. g, p; 11. i, n

Ex. 8. Set 1: 1. d; 2. e; 3. g; 4. a; 5. b; 6. j; 7. c; 8. i; 9. h; 10. f. Set 2: 1. e; 2. f; 3. j; 4. g; 5. a; 6. b; 7. d; 8. i; 9. h; 10. c. Set 3: 1. c; 2. h; 3. a; 4. i; 5. f; 6. e; 7. j; 8. b; 9. d; 10. g. Set 4: 1. d; 2. e; 3. g; 4. j; 5. b; 6. c; 7. i; 8. h; 9. a; 10. f. Set 5: 1. f; 2. j; 3. e; 4. g; 5. a; 6. i; 7. c; 8. h; 9. d; 10. b

Ex. 9. 1. h; 2. b; 3. f; 4. g; 5. d; 6. j; 7. i; 8. a; 9. c; 10. e.

Ex. 10. 1. e; 2. a; 3. g; 4. j; 5. b; 6. d; 7. f; 8. c; 9. i; 10. h

Ex. 11. 1. g; 2. c; 3. i; 4. h; 5. f; 6. a; 7. b; 8. d; 9. e; 10. j

Ex. 12. 1. d; 2. f; 3. h; 4. j; 5. g; 6. a; 7. c; 8. b; 9. e; 10. i

Ex. 13. 1. g; 2. e; 3. j; 4. b; 5. d; 6. a; 7. c; 8. i; 9. f; 10. h

Ex. 14. 1. b; 2. a; 3. c; 4. a; 5. c; 6. b; 7. a; 8. b; 9. c; 10. a

Ex. 15. 1. a; 2. g; 3. i; 4. d; 5. e; 6. c; 7. j; 8. f; 9. h; 10. b

Ex. 16. 1. k; 2. i; 3. h; 4. j; 5. a; 6. e; 7. g; 8. b; 9. d; 10. f; 11. l; 12. c

Ex. 17. a) 1; b) 2; c) 5; d) 6.

Ex. 18. a) 4; b) 7; c) 10; d) 9; e) 5.

Ex. 19. 1k; 2c; 3m; 4j; 5g; 6b; 7e; 8f; 9h; 10d; 11n; 12l; 13a; 14i.

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

Ex. 21. 1. different 2. mysterious 3. chemical 4. Greek 5. zoologist 6. countryside. 7. biologist. 8. coastline 9. conclusions 10. creatures 11. carefully 12. information 13. development

Ex. 22. 1a; 2c; 3a; 4b; 5a; 6c; 7a; 8b; 9b; 10b; 11c; 12a; 13b; 14b; 15a; 16b; 17c; 18b; 19a; 20a

Ex. 23. 1. eleventh; 2. were put; 3. darkened; 4. would make; 5. was called; 6. to create; 7. was produced; 8. mixture; 9. chemical; 10. photographic; 11. image; 12. developments; 13. manufacturing; 14. technological; 15. layers

Ex. 24. a) 2; b) 8; c) 10; d) 7; e) 9

Ex. 25. a) 9; b) 10; c) 3; d) 6; e) 4

Ex. 26. a) 1; b) 3; c) 4; d) 2

Ex. 27. Thick: 1. f; 2. d; 3. a; 4. b; 5. c; 6. e. Thin: 1. g; 2. e; 3. f; 4. a; 5. b; 6. d; 7. c

Ex. 28. 1. e; 2. h; 3. g; 4. k; 5. i; 6. j; 7. a; 8. b; 9. f; 10. d; 11. c

Ex. 29. 1. d; 2. k; 3. i; 4. a; 5. j; 6. b; 7. c; 8. e; 9. g; 10. h

Ex. 30. 1. l; 2. e; 3. a; 4. f; 5. j; 6. h; 7. i; 8. k; 9. c; 10. b; 11. d; 12. g

Reading

Ex. 1. A4; B6; C1; D3; E8; F5; G7

Ex. 2. 1. G; 2. E; 3. B; 4. A; 5. F; 6. D; 7. C; 8. G; 9. A; 10. B; 11. E; 12. D; 13. C; 14. F; 15. E

Ex. 3. A2; B1; C6; D7; E3; F5

Ex. 4. 1b; 2d; 3a; 4d; 5a; 6b; 7c

Ex. 5. A. 5; B. 2; C. 1; D. 4; E. 6

Ex. 6. 1. d; 2. c; 3. a; 4. b; 5. c; 6. b; 7. 1

Ex. 7. A5; B1; C7; D4; E3; F2

Ex. 8. 1. c; 2. b; 3. b; 4. d; 5. d; 6. d; 7. c.

Ex. 9. A. 4; B. 6; C. 1; D. 2; E. 7; F. 3

Ex. 10. A. 2; B. 4; C. 6; D. 8; E. 1; F. 7; G. 5

Ex. 11. A. 3; B. 1; C. 4; D. 6; E. 7; F. 5

Ex. 12. F, C, A, D, I, J, B, K, G, H, L, E

Задания для подготовки к Всероссийской олимпиаде школьников по английскому языку _____ Школьный этап 7-8 классы

READING

Task 1

Look at the sentences below about Sherlock Holmes.

Read the text and decide if each sentence (1–10) is correct or incorrect.

If it is correct, mark T (True). If it is incorrect, mark F (False).

The Adventures of Sherlock Holmes. Arthur Conan Doyle

One night — it was on the twentieth of March, 1888 — I was returning from a journey to a patient (for I had now returned to civil practice), when my way led me through Baker Street. As I passed the well-remembered door, which must always be associated in my mind with my wooing, and with the dark incidents of the Study in Scarlet, I was seized with a keen desire to see Holmes again, and to know how he was employing his extraordinary powers. His rooms were brilliantly lit, and, even as I looked up, I saw his tall, spare figure pass twice in a dark silhouette against the blind. He was pacing the room swiftly, eagerly, with his head sunk upon his chest and his hands clasped behind him. To me, who knew his every mood and habit, his attitude and manner told their own story. He was at work again. He had risen out of his drug-created dreams and was hot upon the scent of some new problem. I rang the bell and was shown up to the chamber which had formerly been in part my own.

His manner was not effusive. It seldom was; but he was glad, I think, to see me. With hardly a word spoken, but with a kindly eye, he waved me to an armchair, threw across his case of cigars, and indicated

a spirit case and a gas gene in the corner. Then he stood before the fire and looked me over in his singular introspective fashion.

1. The author was returning home after visiting his old friend.
2. The author wanted to check if Holmes had unusual strength.
3. Holmes was a short man who lived in a dark room.
4. The author knew Holmes' life very well.
5. Holmes was busy with solving some new trouble.
6. Holmes didn't have time to meet his friend.

1	4
2	5
3	6

Task 2

Read the text and choose the missing sentences (A–F).
There is one sentence which you do not need to use.

In 1899 I gave up school teaching in disgust, borrowing enough money to live upon for a few months, and went to the University of Chicago to study economics and political science. I was soon appointed to a Fellowship in political economy. (1) _____. The meaning of this degree is that the recipient of instruction is examined for the last time in his life, and is pronounced completely full. After this, no new ideas can be imparted to him.

From this time, and since my marriage, which had occurred at this period, I have belonged to the staff of McGill University. (2) _____. As this position is one of the prizes of my profession, I am able to regard myself as singularly fortunate. The emolument is so high as to place me distinctly above the policemen, postmen, street-car conductors, and other salaried officials of the neighbourhood. (3) _____. In point of leisure, I enjoy more in the four corners of a single year than a business man knows in his whole life. I thus have what the business man can never enjoy, an ability to think, and, what is still better, to stop thinking altogether for months at a time. I have written a number of things in connection with my college life. (4) _____. I belong to the Political Science Association of America, to the Royal Colonial Institute, and to the Church of

England. (5)_____. I have had some small connection with politics and public life.

- First I was a lecturer in Political Science, and later as head of the department of Economics and Political Science.
- These things, surely, are a proof of respectability.
- I am not a politician, though.
- However, I am able to mix with the poorer of the business men of the city on terms of something like equality.
- They are books on Political Science, and many essays, magazine articles, and so on.
- By means of this and some temporary employment, I survived until I took the degree of Doctor of Philosophy in 1903.

1	
2	
3	
4	
5	

Task 3

Read the text and the questions below.

For each question, mark the correct letter A, B, C or D.

Ray Bradbury The Fog Horn (part 1)

Every night MacDunn and Johnny waited for the fog. When it came, they lit the fog light in the lighthouse. Red, then white, then red again. They sent the light to the ships out in the sea but when the fog was too thick they switched on their Fog Horn!

One cold November evening they were having a quiet talk about their job, about the mysteries of the sea. The great eye of the light was shining into the sea. The Fog Horn was blowing once every fifteen seconds.

"One night," said Mac Dunn, "years ago, I was here alone. Suddenly the fish came up. **Something made them swim up.** When I saw their funny eyes, I turned cold. They were like a big peacock's tail in the moonlight.

Then, without a sound, they disappeared. Strange. Think how the lighthouse must look to them. It stands high above the water, the light comes out from it, and the tower speaks in a monster voice..."

Johnny was frightened. He was watching the grey sea going away into nothing and nowhere.

"Oh, the sea's full of life," he said.

"Yes, it's an old world," Mac Dunn smoked his cigar and looked worried. "Now, I've got something to tell you. The Fog Horn sounds like an animal, doesn't it? A big lonely animal crying in the night. Calling out to **the Deep**, "I'm here, I'm here." Well, you have been here for three months, Johnny, so I'm going to tell you. Something comes to visit the lighthouse."

"Do you mean the fish?"

"No, something else. First it happened three years ago. It usually happens about this time of the year. Let's wait and watch."

While they were waiting, Mac Dunn told some theories about the Fog Horn to Johnny.

"One day a man walked along the cold shore. Then he stopped and said, "We need a voice to call across the water to the ships. I'll make one like a voice of the fog. I'll make a sound that's so lonely that everybody listens to it. Everyone who hears it will start crying, and their hearts will become warmer." I made up that story to explain why it keeps coming back to the lighthouse. The Fog Horn calls it, I think, and it comes..."

- Why did Mac Dunn and Johnny light the Fog Horn?
 - They waited for the fog.
 - Because it was blowing every fifteen seconds.
 - They sent a signal to the ships out in the sea.
 - It helped them to sit and talk.
- Why was Johnny afraid?
 - He saw the fish with unusual eyes.
 - Because the lighthouse looked at the fish.
 - Because the grey sea was black and endless.
 - Because the tower spoke mystically.
- Why did Mac Dunn told Johnny the story of the Horn?
 - Because the Fog Horn sounded like an animal.
 - Because something was going to happen.

- C. Because Johnny had been there for three months.
 - D. Because the Horn was calling out to **the Deep**.
4. What happened about that time of the year?
- A. Fish came to the lighthouse.
 - B. Wild animals visited them.
 - C. Nobody appeared near the lighthouse.
 - D. Something unknown and unexpected comes to the lighthouse.
5. Why did Mac Dunn make up that story?
- A. To explain why the Fog Horn keeps coming back to the lighthouse.
 - B. To show the importance of the lighthouse.
 - C. To introduce the man who invented the Fog Horn.
 - D. Because the Horn made a sound for everybody to hear.

1	
2	
3	
4	
5	

USE OF ENGLISH

Task 1

Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D. *Number (0) has been done for you.*

Jerome K. Jerome
How We Tried To Buy Shoes

That 0 B a nice beginning. George 1 _____ into the conversation book again. The book 2 _____ three or four methods of buying boots; George chose the one about "Mr. X," as being the 3 _____. At first you should talk 4 _____ the shopkeeper about this "Mr. X," and then, after 5 _____ to the better understanding, you begin to talk 6 _____ about the object of your coming, namely, that you want 7 _____ boots, "cheap and good."

But it seemed that the man didn't 8 _____ anything about the niceties of trade business. He didn't want to understand George. 9 _____, George stopped talking about "Mr. X," and looked into the conversation book again. He chose some sentence on the page. It was an 10 _____ choice in this place, because it says: "They say that you have here boots for sale."

0	A. had	B. was	C. did	D. has
1	A. saw	B. notice	C. watch	D. looked
2	A. took	B. gave	C. put	D. borrow
3	A. politest	B. more polite	C. most polite	D. politer
4	A. on	B. by	C. with	D. in
5	A. to come	B. coming	C. came	D. have come
6	A. naturally	B. seldom	C. usually	D. never
7	A. buying	B. selling	C. to sell	D. to buy
8	A. knew	B. know	C. learn	D. find out
9	A. however	B. in spite of	C. so	D. though
10	A. unluckily	B. fortunately	C. unlucky	D. pity

Task 2

Read the text and fill in the gaps with the right forms of words.

Robert Louis Stevenson
The Strange Case of Dr. Jekyll and Mr. Hyde

Mr. Utterson the 1 _____ was a man of a rugged countenance that was never lighted by a 2 _____; cold, scanty and embarrassed in discourse; backward in sentiment; lean, long, dusty, dreary and yet 3 _____ lovable. At friendly meetings, and when the wine was to his 4 _____, something eminently human beacons from his eye; something indeed which never found its 5 _____ into his talk, but which spoke not only in these silent symbols of the after-dinner face, but more often and loudly in the acts of his life.	pressure
	taste
	way
	let
	alone

He was austere with himself; drank gin when he was 6 _____, to mortify a taste for vintages; and though he enjoyed the theater, had not crossed the doors of one for 7 _____ years. But he had an approved tolerance for others; sometimes wondering, almost with envy, at the high 8 _____ of spirits involved in their misdeeds; and in any extremity inclined to help rather than to reprove. "I incline to Cain's heresy," he used to say quaintly: "I 9 _____ my brother go to the devil in his own way." In this character, it was frequently his 10 _____ to be the last reputable acquaintance and the last good influence in the lives of down going men. And to such as these, so long as they came about his chambers, he never marked a shade of change in his demeanour.	smile somehow fortune lawyer twenty
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WRITING

Task 1

Imagine that you cannot come to your friends birthday party. Write him/her a letter with apologies.

Do not forget to:

- send your wishes,
- name your reasons why you cannot come,
- follow the rules of letter writing.

You should write 80–100 words.

Task 2

Imagine that you read the following question on a forum:

"Hi, guys! I need your advice. I've had an argument with my best friend. Now we don't speak to each other. What should I do to put up with him? Should I apologize though it wasn't my fault?"

Write about 90–100 words.

Do not forget to:

- greet the members of the forum;
- give reasons for your argument;
- ask for help.

Task 3

Write a short article for your school newspaper expressing your opinion on the topic *"Electronic books are getting more and more popular today"*.

Remember to mention:

- when e-books appeared;
- if you and your friends ever use them;
- what advantages have these books got;
- what the future of these books is;
- conclude your article with an appeal to your readers.

Write not more than 120–150 words.

SPEAKING

Student 1

Task 1

Imagine that you are preparing a visit to the British Museum for your class.

Tell your partner the plan of the visit using the following ideas:

- *the date of the excursion;*
- *the reasons for going there;*
- *what masterpieces you are going to see there.*

(Monologue; Time: 1 minute)

Then answer two questions of your partner.

(Dialogue; Time: 2 minutes)

Task 2

Now listen to your partner's ideas about the visit to the National Gallery, he/she is organizing for the class.

Then ask your partner two questions to learn more about:

- *where and what time you will meet;*
- *what kind of food to take with you.*

(Dialogue; Time: 2 minutes).

Student 2

Task 1

Listen to your partner's ideas about the visit to the British Museum, he/she is organizing for the class.

Then ask your partner two questions to learn more about:

- *your friend who you want to take with you;*
- *the transport you need to take to get to that place.*

(Dialogue; Time: 2 minutes).

Task 2

Imagine that you are preparing a visit to the National Gallery for your class.

Tell your partner the plan of the visit using the following ideas:

- *the date of the excursion;*
- *the reasons for going there;*
- *the exhibits that can be seen there.*

(Monologue; Time: 1 minute)

Then answer 2 questions of your partner.

(Dialogue; Time: 2 minutes).

Answers Задания для подготовки. Школьный этап. 7-8 классы

READING

Task 1

1 F	4 T
2 T	5 T
3 F	6 F

Task 2

1	F
2	A
3	D
4	E
5	B

Task 3

1	C
2	D
3	B
4	D
5	A

USE OF ENGLISH

Task 1

1	D	6	A
2	B	7	D
3	A	8	B
4	C	9	C
5	B	10	C

Task 2

1	lawyer	6	alone
2	smile	7	twenty
3	somehow	8	pressure
4	taste	9	let
5	way	10	fortune

Типовые задания

Школьный этап
9-11 классы

READING

Task 1

Read the text and questions 1-5 below. For each question, mark the correct letter A, B, C or D.

Agatha Christie. Philomel Cottage

Alix Martin stood leaning over the small wooden gate, watching her husband, as he walked down the road in the direction of the village. Soon he was lost to sight, but Alix still stayed in the same position, her eyes far-away and dreamy.

Alix Martin was not beautiful, nor even pretty. In her youth she had been a businesslike young woman, efficient, slightly brusque in manner. For fifteen years, from the age of eighteen until she was thirty-three, she had kept herself (and for seven years of the time, an invalid mother) by her work as a typist. It was the struggle for existence which had hardened the soft lines of her girlish face.

She had had a friend. It was Dick Windyford, a clerk in the office. Alix had always known that he cared for her. But Dick had a younger brother and out of his low salary he had to provide for his schooling and look after him. For the moment, he could not think of marriage. However, when Alix thought about the future, she was almost sure that she would be Dick's wife one day. They cared for one another but they were both sensible people. Plenty of time, no need to hurry. So the years had gone on.

And then suddenly in the most unexpected manner a distant cousin had died leaving money to Alix. A few thousand pounds, enough to live on for a year. To Alix, it was freedom, life, independence. Now she and Dick need wait no longer. But Dick reacted unexpectedly. He had never openly spoken of his love to Alix, now he seemed less inclined to do so than ever. He avoided her, became morose and gloomy.

Alix was quick to realize the truth. She had become a rich woman. Delicacy and pride stood in the way of Dick's asking her to be his wife. She liked him none the worse for it and was thinking whether she herself should take the first step when for the second time the unexpected happened to her. She met Gerald Martin at a friend's house. He fell violently in love with her and within a week they were engaged. Alix, who had always **considered herself "not the falling-in-love kind,"** was swept off her feet.

- Why did Alix stay in the same position for a long time?
 - She was very tired.
 - She was dreaming about her future life.
 - She watched her husband go away.
 - She was disappointed with her children.
- Why did her face change with the time and look older?
 - Her life was very difficult.
 - She changed a lot of jobs.
 - Her children were naughty and noisy.
 - She was not beautiful and attractive.
- Why didn't Dick marry Alix?
 - He didn't love her.
 - His younger brother didn't like Alix.
 - He was very busy at work.
 - He didn't have enough money to support the family.
- How did Alix become rich in one day?
 - She won the lottery.
 - She got heritage.
 - She found a well-paid job.
 - She found some treasure.
- What does the phrase "**considered herself "not the falling-in-love kind"**" was swept off her feet" mean?
 - fall in love with everyone
 - the person who hardly ever falls in love
 - think that you are selfish and cold
 - consider yourself to be a person who cannot love anybody

Task 2

Read the text and mark statements 1–7 as T(true) or F (false).

A Horror Story by Edgar Poe

Soon I heard a cry, and I knew it was a cry of mortal terror. It was not a cry of pain or of grief — oh, no! — it was the low sound that comes from the soul when it is full of terror. I knew the sound well. Many nights, just at midnight, when all the world slept, it has come from my own soul. I say I knew it well. I knew what the old man felt, and pitied him, although I laughed at heart. I knew that he was awake ever since the first slight noise, when he turned in the bed.

His fears were growing upon him. He was trying to stop worrying, but could not. He was saying to himself — "It is nothing but the wind in the chimney." — or "It is only a mouse crossing the floor." Yes, he was trying to calm himself but he couldn't. All in vain, because Death was coming nearer and nearer and already had his black shadow before him. And it was the shadow that made him feel — although he neither saw nor heard — feel the presence of my head in the room.

Then I waited a long time but didn't hear him lie down. And I decided to open a door of the lantern — very, very little. So I opened it — you cannot imagine how slowly, very very slowly I did it — until some light like the thread of the spider fell full upon the old man's evil eye. It was open — wide, wide open — and I looked upon it. I saw it very clearly — a dull blue eye, a terrible eye. And I could not see the old man's face or person for I saw his damned eye only.

But even then I tried to keep still. I didn't breathe. I held the lantern so that it could light the eye. But the sound of the heart increased. It grew quicker and quicker, and louder and louder every moment. The old man's terror was great! It grew louder, I say, louder every minute! — do you think I was nervous? Yes, I was. And now at that hour of the night in the dead silence of that old house, so strange a noise made me wild. The beating grew louder, louder! I thought the heart must burst. And now a new thought came to my mind — the sound could be heard by a neighbour! The old man's hour had come! With a loud cry, I threw the lantern and ran into the room. He gave a terrible scream but once — once only. In a moment I put a pillow upon his face and held it for some time. For some minutes the heart beat on with a quiet sound. This, however, did not worry me because I knew it could not be heard through the wall. At last it stopped. The old man was dead.

I removed the pillow and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

1. The cry was terrible but it was not a cry of pain or grief.
2. The old man wasn't afraid as he thought he was not alone.
3. The man couldn't see the old man's face as it was dark in the room.
4. The old man's heart beat quicker and louder because he was full of fear.
5. The young man was calm and didn't worry what would happen with the old man.
6. The young man didn't want anybody to hear the sounds from the room.
7. The old man's devil eye was no more trouble for the young man.

Task 3

Read the text and match sentences 1–8 with the paragraphs A–F of the text. There are two extra sentences you do not need to use.

The hobo's style of life

A. A fire burned cheerfully in the jungle camp, and beside the fire lolled a cheerful-seeming though horrible-appearing man. This was a hobo jungle, pitched in a thin strip of woods that lay between a railroad embankment and the bank of a river. But no hobo was the man. So deep-sunk was he in the social abyss that a proper hobo would not sit by the same fire with him.

B. A gay-cat, who is an ignorant new-comer on the "Road," might sit with such as he, but only long enough to learn better. Ever low down bindle-stiffs and stew-bums, after a once-over, would have passed this man by. A genuine hobo, a couple of punks, or a bunch of tender-yearred road-kids might have gone through his rags for any stray pennies or nickels and kicked him out into the darkness. Even an alki-stiff would have reckoned himself immeasurably superior.

C. For this man was that hybrid of tramp-land, an alki-stiff that has degenerated into a stew-bum, with so little self-respect that he will never "boil-up," and with so little pride that he will eat out of a garbage can. He was truly horrible-appearing. He might have been sixty years of age; he might have been ninety. His garments might have been discarded by a rag-picker.

D. Beside him, an unrolled bundle showed itself as consisting of a ragged overcoat and containing an empty and smoke-blackened tomato can, an empty and battered condensed milk can, some dog-meat partly wrapped in brown paper and evidently begged from some butcher-shop, a carrot that had been run over in the street by a wagon-wheel, three greenish-cankered and decayed potatoes, and a sugar-bun with a mouthful bitten from it and rescued from the gutter, as was made patent by the gutter-filth that still encrusted it.

E. A prodigious growth of whiskers, greyish-dirty and untrimmed for years, sprouted from his face. This hirsute growth should have been white, but the season was summer and it had not been exposed to a rain-shower for some time. What was visible of the face looked as if at some period it had stopped a hand-grenade. The nose was so variously malformed in its healed brokenness that there was no bridge, while one nostril, the size of a pea, opened downward, and the other, the size of a robin's egg, tilted upward to the sky.

F. One eye, of normal size, dim-brown and misty, bulged to the verge of popping out, and as if from senility wept copiously and continuously. The other eye, scarcely larger than a squirrel's and as uncannily bright, twisted up obliquely into the hairy scar of a bone-crushed eyebrow. And he had but one arm.

1. The man was not selfish and arrogant.
2. The man's looks were not very pleasant and tidy.
3. The hobo was disabled.
4. The tramp's home was a jungle between the river and the railway.
5. Every morning the man went to the butchers to get some meat.
6. Different kinds of passers-by stayed with the hobo for a short time.
7. Some empty cans and leftovers of food could be seen beside the man.
8. At night wild animals attacked him and he got a lot of injuries.

USE OF ENGLISH

Task 1

Match sentences 1–10 with the way (a–k) each person is travelling in the USA. There is one extra means of travelling.

- They move on when the traffic lights turn green.
- The sea was calm and magnificent, the sky was blue and clear.
- I like to watch beautiful nature through the window when we travel.
- If you go to the airport, you should think how to get there quickly.
- The sky was covered with some clouds but I could see the mountains down there.
- The basket with some people in it flew up high and the view was great!
- Don't forget to wear a helmet when you ride to school.
- It's so interesting to watch underwater marine animals.
- It helps rescue people from remote and difficult to access places, because it can take off and land almost everywhere
- There were so many people that I couldn't make my way to the door to get off at the next stop.

- airplane
- bus
- helicopter
- hot air balloon
- train
- bicycle
- taxi
- subway
- submarine
- car
- ship

Task 2

Complete the sentences with the prepositions from the box. The prepositions can be used more than once.

<i>into</i>	<i>with</i>	<i>out of</i>	<i>on</i>	<i>to</i>	<i>by</i>	<i>off</i>
-------------	-------------	---------------	-----------	-----------	-----------	------------

- Father got his big car and walked towards the house.
- They are going to Portugal sea – they're taking the ferry.
- The will take off as soon as everyone is board.
- The children got the bus when it stopped and went to the camp.
- The teacher came to school exactly time.
- My school is not far from my house, so I get there foot.
- The men and women got the car and drove to the shopping mall.
- My brother is away ... holidays for three weeks.
- When you live in a hostel, sharing a room another student may have some disadvantages.
- I am looking forward my trip to Great Britain.

1	2	3	4	5	6	7	8	9	10
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WRITING

Comment on the following statement.

Some people think that virtual friends are better than real ones.

What is your opinion? Do you agree with this statement?

Write **100–120** words.

Remember to

- *make an introduction;*
- *express your personal opinion and give reasons for your opinion;*
- *make a conclusion.*

SPEAKING

Student 1

Task 1

Say which of the hobbies you think would be more in demand and thus more popular among teenagers: collecting badges or embroidery?

Give your reasons.

(Monologue; Time: 2–3 minutes).

Then **answer 3 questions** of your partner.

(Dialogue; Time: 2 minutes).

Task 2

Listen to the presentation of your partner, ask your partner 3 questions to get additional information not mentioned in the presentation. (Dialogue; Time: 2 minutes).

Student 2

Task 1

Say which of these activities you think would be in demand and thus more popular among teenagers: parachuting or bungee jumping?

Give your reasons.

(Monologue; Time: 2–3 minutes).

Then answer 3 questions of your partner.

(Dialogue; Time: 2 minutes).

Answers | Типовые задания. Школьный этап. 9–11 классы

READING

Task 1

1 C	2 A	3 D	4 B	5 B
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Task 2

1 T	2 F	3 T	4 T	5 F	6 T	7 T
-----	-----	-----	-----	-----	-----	-----

Task 3

A 4	B 6	C 1	D 7	E 2	F 3
-----	-----	-----	-----	-----	-----

Use of English

Task 1

1 j	2 k	3 e	4 g	5 a	6 d	7 f	8 i	9 c	10 b
-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Task 2

1 out of	2 by	3 on	4 off	5 on	6 on	7 into	8 on	9 with	10 to
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Типовые задания

муниципального (окружного) этапа 7–8 классы

READING

Task 1

Read the text below and match each paragraph A–D with the topic it covers 1–4:

- | | |
|---|-----------------|
| 1. graffiti is harm to towns and cities | paragraph _____ |
| 2. the most famous graffer | paragraph _____ |
| 3. useful features of graffiti | paragraph _____ |
| 4. two opinions on graffiti | paragraph _____ |
| 5. the origins of graffiti | paragraph _____ |

Graffiti

- A** You can travel almost anywhere in the world, and you will probably see graffiti. Although graffiti is more common in big cities, today you may find it in almost any region or district, big or small. It's everywhere: on trains, walls, bridges and buildings. Love it or hate it but graffiti is a part of the everyday urban world. Some people consider it an art while others think it's vandalism.
- B** However, few of them really know how old graffiti is. The word graffiti itself probably comes from the old Greek verb which means "to write". Writings on walls already existed in ancient Rome. The Romans cut graffiti on walls and monuments. It showed phrases of love, political ideas, simple thoughts, magic spells, alphabets, and famous quotations from literature.
- C** Modern graffiti dates back to the US of the 1960s. At that time for young people it was a form of self-expression and a political protest. Teenage groups in New York, for example, painted graffiti to mark their territory. Later, there started competitions between different groups. That meant that the quality of graffiti became more important than just the amount of it. Today graffiti

has travelled all over the world. However, it is still an illegal art. It has been always painted on private or public property, like cars, trains, fences and house walls. As a result most people see it as vandalism. Besides, it's rather hard to clean graffiti paints, and cities spend millions every year on it. So, in most countries graffiti is forbidden.

- D On the other hand, modern graffiti is, by its nature, a form of painting. After all, the artists use the same methods and materials. However, instead of paints a graffiti artist prefers sprays, markers, and crayons. Some of their works are really impressive and fascinating, they are powerful and have a deep meaning. Graffiti often makes grey walls look cheerful. The purpose of some graffiti is to spread and declare social ideas. That's why a lot of graffiti paintings have political topics.
- E Some cities have special places where the walls of different buildings can be used to create pieces of graffiti art. Probably, the most famous graffiti artist is Banksy, who comes from Bristol, England. He strongly believes that writing graffiti on buildings is an effective way to communicate with people. His works are very often aggressive, provocative and even rude. In his graffiti he expresses personal political and social views, which are against war and capitalism.

Task 2

Read the text. For questions 1–8 decide if these statements are true (T), false (F) or the information is not stated (NS). Circle the correct answer.

Graffiti – a dangerous way of life

Scrawling graffiti is seen as a crime in the UK, yet in the USA it has become a recognized art form.

Just a few weeks ago eight graffiti gang members were convicted of causing 5,000 worth of damage on the London Underground. They are among more than 70 hard-core graffiti artists thought to be operating in London today. Most are aged under 20. Graffiti artists, or "graffers", operate in many British towns. They often work at night, covering walls, trains and railway stations with brightly painted murals or scrawls in spray paint and marker pen. Some

people regard graffiti as a form of vandalism and a menace, London Underground says that rail users find it ugly and offensive. It spends a lot of money every year dealing with graffiti, and has even introduced trains with graffiti-resistant paint. "We don't think it's artistic or creative – it's vandalism, it's a huge nuisance to our customers, and it's ugly and offensive," says Serena Holley, a spokeswoman for the London Underground. "It creates a sense of anarchy and chaos," says Richard Mandel, a barrister who prosecuted the graffiti gang. "Passengers feel as if the whole rail system is out of control." British Transport Police has a graffiti unit designed to catch graffers in the act. It spent five months tracking down the recently prosecuted gang. Graffiti art can also be a dangerous pastime. The London Underground says that some teenagers have died in accidents during nocturnal graffiti "raids". However, others say that graffiti at its best is an art form. Art galleries in London and New York have exhibited work by increasingly famous graffiti artists. "Of course graffiti is art. There's no question about that," says David Grob, director of the Grob Gallery in London. Even some of those who think graffiti is wrong admit that graffers are talented. "It's just that their artistic talent is channeled in the wrong direction," says Barry Kogan, a barrister who represented Declan Rooney, one of the gang members. There is a difference between "good graffiti" and vandalism, says Dean Colman, a 24-year-old graffiti artist. "I'd never spray private property, like someone's house. Some graffiti are disgusting. There's a big difference between that and graffiti which can brighten up grey walls." Dean makes a living as a graffiti artist. His days of illegal spraying are behind him, he says. He has worked on a television programme about graffiti, designed a series of government posters, and decorated nightclubs. He has exhibited his work at Battersea Arts Centre in London, and he has taught graffiti-spraying in youth clubs. Dean sees himself as an artist, and thinks that graffiti art does not get due recognition. "There's no graffiti art in the Tate Gallery and there should be," he says. "Graffiti is valid as any other art form."

1. Thousands of graffers operate in London today. T/F/NS
2. The graffiti artists risk their lives as they mostly work at night. T/F/NS
3. The citizens have meetings to support graffiti and graffers. T/F/NS

4. Some people consider graffiti as vandalism as it contains threat and offensive scrawls. T/F/NS
5. There are two contradictory opinions on graffiti. T/F/NS
6. Paintings on the walls can brighten and decorate towns and cities. T/F/NS
7. In many countries graffiti is admired and respected as an art form. T/F/NS
8. Dean Colman does his best to develop graffiti as a useful hobby for teens. T/F/NS

Task 3

Read the text. Match the headings A–H with the paragraphs 1–7.
There is one extra heading.

- A. A personal way of narration
B. Two opposite opinions on the book
C. The book for all nations
D. Inspiration for film makers
E. Two books on one topic
F. An unusual way of the language
G. The way to get a nickname
H. Parents professions

Mark Twain

- 1 Mark Twain wrote 'The Adventures of Huckleberry Finn' in 1884. Since then, the book has been published in at least sixty languages, and some people say it is the best book ever created by an American writer. The writer's real name was Samuel Clemens. Samuel was born in 1835. He grew up in the state of Missouri on the Mississippi River.
- 2 After his father died, young Samuel went to work as an assistant to a publisher. Ten years later, he became a pilot on a steamboat that sailed on the Mississippi. He heard the riverboat workers call out the words "mark twain!" That was a measure for the depth of water. Later he used this word combination as a pen-name.
- 3 In 1861 Clemens travelled west and became a reporter for newspapers in Nevada and California. He wrote news stories, editorials and sketches under his pen-name Mark Twain. He developed his own narrative style – friendly, funny, and often

- satirical, which won him a wide audience. The first success came with the story 'The Celebrated Jumping Frog of Calaveras County'.
- 4 Mark Twain travelled a lot during his lifetime not only round the USA but also to Europe and the Holy Land. He naturally began writing books about his travels. 'The Adventures of Tom Sawyer' was published in 1876, and soon after he began writing a sequel, 'The Adventures of Huckleberry Finn'. It took Mark Twain longer to write 'The Adventures of Huckleberry Finn' than any of his other books.
- 5 He started writing in 1876, but put the story away after about two years of work. He returned to it in 1883, and the following year it was published. From the beginning, the book was strongly debated. Some critics praised its realism and honesty but the others strongly disliked it. They protested against the personality of Huck – a rough, dirty and disobedient boy. They could not agree that such a person should be the main character of a book.
- 6 What's more, critics disliked the way Mark Twain used the language of a common, uneducated person to tell the story; no writer had ever done that before. Today there is no longer any debate about the importance of 'The Adventures of Huckleberry Finn' in American literature.
- 7 In 1935 Ernest Hemingway wrote: "All modern American literature comes from one book by Mark Twain called 'Huckleberry Finn.' There was nothing before. And there has been nothing as good since." No wonder then, that the novel 'The Adventures of Huckleberry Finn' was a great inspiration for film producers – more than 20 screen versions of the book have been shot not only in America but in Europe, Russia and Japan. There are feature films, musicals, cartoons and even Japanese anime.

1	2	3	4	5	6	7
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USE OF ENGLISH

Task 1

Read the text below and choose the correct word for each space.
For each question 1–10, mark the correct letter A, B, C or D.

Example: A unmoving B moving C running D walking

0A

Why people get tattoos

Jack lay, quiet and 0 _____, for thirty minutes while a stranger repeatedly stabbed him with sharp 1 _____, causing blood to pour steadily out of his leg. Jack was getting a 2 _____. His friend Tony had recently gotten a tattoo, and Jack was so impressed 3 _____ Tony's bravery and his tattoo that he decided to get one too. Getting a tattoo because your friends and peers have them is just one of the 4 _____ why a lot of young people in North America get tattoos. Peer pressure, media influence, and personal 5 _____ are some of the common reasons for wearing tattoos today.

The desire to be part of a 6 _____, to be accepted by one's friends or peers, can have a great 7 _____ on what a person does. Sometimes, wearing a tattoo can be a sign that you belong 8 _____ a certain group. Gangs often use special clothes and tattoos to identify 9 _____ particular group. For example, in one gang all the members may wear green 10 _____ jackets and have large 'Xs' tattooed on their arms. It is not only gangs that have this type of special 'uniform'. Young people often 11 _____ to a certain group of friends. Some of these groups wear only brand-name clothes. Some wear only black clothes. Others wear tattoos. When a person's friends are all doing something, such as 12 _____ a tattoo, that person is more likely to do the same thing, and get a tattoo too.

The media is another big influence behind the popularity of tattoos in North America. A wide variety of media images show tattoos. Tattoos can be seen on people 13 _____ in commercials selling expensive cars. Famous sports heroes with tattoos are shown in magazines. Fashion models are often seen in magazines and on TV wearing designer 14 _____ that show their bodies tattooed with detailed and colourful patterns. These media images link tattoos to ideas of wealth, success, and status. As a result, many people decide to get a tattoo for its fashion and status 15 _____.

It is not always the influence of other people or the media that results 16 _____ a person getting a tattoo. Many people decide to wear tattoos in order to express their artistic nature, their beliefs, or their feelings — in other words, to show their individuality. A 17 _____ in a rock band may get a tattoo of a guitar on the arm. Some environmentalists may tattoo pictures of endangered animals on their shoulders. Lovers may tattoo each others' names over their hearts. A tattoo can be a public 18 _____ to show what is important in a person's life.

As you can see, there are many reasons why young North Americans get tattoos. A tattoo can be part of a group's uniform. It can be a sign of fashion. It can be an expression of 19 _____. The decision to get a tattoo is most often a result of the influence of friends or media or the desire to express 20 _____. For Jack, it was a mixture of all three.

1	A. knives	B. sticks	C. needles	D. forks
2	A. tattoo	B. picture	C. photo	D. drawing
3	A. with	B. to	C. by	D. against
4	A. causes	B. reasons	C. movements	D. results
5	A. impression	B. aggression	C. depression	D. expression
6	A. group	B. band	C. company	D. community
7	A. effect	B. affect	C. influence	D. defect
8	A. on	B. in	C. by	D. to
9	A. them	B. their	C. they	D. themselves
10	A. navy	B. military	C. forces	D. army
11	A. belong	B. have	C. support	D. believe
12	A. to get	B. getting	C. get	D. got
13	A. appear	B. to appear	C. appeared	D. appearing
14	A. boots	B. trousers	C. clothes	D. pants
15	A. value	B. assessment	C. estimation	D. progress
16	A. on	B. under	C. in	D. out
17	A. artist	B. actor	C. actress	D. musician
18	A. spot	B. sign	C. headline	D. signal
19	A. individual	B. personal	C. individuality	D. personality
20	A. oneself	B. one	C. itself	D. it

Task 2

For questions 1–6 read the text below and fill in the gaps with the linking words or phrases A–G from the box. There is one extra word in the box.

(A) To sum up (B) In my opinion (C) Moreover
(D) On the other hand (E) For example (F) To tell the truth
(G) Furthermore

Are exams a fair way of testing students?

Thousands of students every year take important exams which can decide their future. 1 _____, students have to pass exams with excellent grades in order to enter a university. However, are exams the ultimate solution to judge one's knowledge?

On the one hand, exams seem fair because the questions are the same for all students. Besides, the exams are marked according to a strict scheme and usually by more than one examiner. 2 _____, students do exams at the same time and under the same conditions. If the examination procedure is strict, students have no opportunity to cheat, that is why the results of exams are quite objective.

3 _____, exams do not truly reflect the knowledge students hold. Despite some students deserving to pass, they might be so nervous on the big day that they make a mess of the exam. In addition, there may be other reasons, such as illness, which affect student's performance in an exam. 4 _____, exams do not judge your intelligence. What is really evaluated is your self-confidence and your short term memory.

5 _____, exams are not the ideal way of testing students therefore the idea of assessing students' work over a longer period is becoming more popular. 6 _____, the best system would be a mixture of exams and course work, in which students will be able to show their creative abilities.

Task 3

Match the less formal verbs 1–4 on the left with the more formal verbs A–F on the right. There are two extra formal verbs you do not need to use.

- | | |
|-------------|-------------|
| 1. find out | A. decrease |
| 2. let | B. permit |
| 3. seem | C. require |
| 4. tell | D. discover |
| | E. appear |
| | F. inform |

WRITING

There were two surveys conducted in 2002 and 2015 about the popularity of different activities among teenagers. Analyze the table showing the participants' opinion and write a report on the changes presented in it.

	2002	2015
Swimming	3%	4%
Doing sports	55%	35%
Reading books	20%	25%
Playing computer games	15%	30%
Watching TV	20%	25%

Do not forget to:

- *make an introduction;*
- *analyze the changes in participants' opinion;*
- *draw a conclusion.*

You should write about 120–150 words.

SPEAKING

Student 1

Task 1

Imagine that you are presenting the results of your research about teens' favourite school subjects. Study the table and tell your partner the results of your analysis.

1	English	42%
2	Biology	7%
3	Chemistry	9%

4	Literature	31%
5	Mathematics	11%

Monologue – 1 minute.

Then answer **2 questions** of your partner.

Dialogue – 2 minutes.

Task 2

Now listen to your partner's presentation of his/her research about kinds of activities adults prefer. Then ask your partner two questions to learn more about their preferences.

Dialogue – 2 minutes.

Student 2

Task 1

Imagine that you are presenting the results of your research about kinds of activities adults prefer. Study the table and tell your partner the results of your analysis.

1	Travelling	24%
2	Gardening	13%
3	Cleaning the house	18%
4	Relaxing	30%
5	Shopping	15%

Monologue – 1 minute.

Then answer **two questions** of your partner.

Dialogue – 2 minutes.

Task 2

Now listen to your partner's presentation of his/her research about teens' favourite school subjects. Then ask your partner 2 questions to learn more about their preferences.

Dialogue – 2 minutes.

Answers | Типовые задания муниципального этапа. 7-8 классы

READING

Task 1

1	C
2	E
3	D
4	A
5	B

Task 2

1 F	2 T	3 NS	4 T	5 T	6 T	7 NS	8 T
-----	-----	------	-----	-----	-----	------	-----

Task 3

1 C	2 G	3 A	4 E	5 B	6 F	7 D
-----	-----	-----	-----	-----	-----	-----

USE OF ENGLISH

Task 1

1. C; 2. A; 3. C; 4. B; 5. D; 6. A; 7. C; 8. D; 9. B; 10. D; 11. A; 12. B; 13. D; 14. C; 15. A; 16. C; 17. D; 18. B; 19. C; 20. A

Task 2

1 E	2 G	3 D	4 C	5 A	6 B
-----	-----	-----	-----	-----	-----

Task 3

1 D	2 B	3 E	4 F
-----	-----	-----	-----

Типовые задания

муниципального (окружного) этапа 9–11 классы

READING

Task 1

Read the text and then look at the sentences numbered 1–8 below. Tick (✓) the points that the writer mentions and put a cross (x) opposite the points that are not mentioned in the text.

QUEEN ELIZABETH I (1533–1603)

The reign of Queen Elizabeth I is often referred to as The Golden Age of English history. Elizabeth was an immensely popular Queen, and her popularity has waned little with the passing of four hundred years. She is still one of the best loved monarchs, and one of the most admired rulers of all time. She became a legend in her own lifetime, famed for her remarkable abilities and achievements. Yet, about Elizabeth the woman, we know very little. She is an enigma, and was an enigma to her own people.

Elizabeth was the daughter of King Henry VIII and his second wife, Anne Boleyn. She was born on 7 September 1533 at Greenwich Palace. Her birth was possibly the greatest disappointment of her father's life. He had wanted a son and heir to succeed him as he already had a daughter, Mary, by his first wife, Katherine of Aragon. He had not divorced Katherine, and changed the religion of the country in the process, to have only another daughter. Elizabeth's early life was consequently troubled. Her mother failed to provide the King with a son and was executed on false charges of incest and adultery on 19 May 1536. Anne's marriage to the King was declared null and void, and Elizabeth, like her half-sister, Mary, was declared illegitimate and deprived of her place in the line of succession.

As a child, Elizabeth was given a very impressive education. It had become popular amongst the nobility to educate daughters as well as sons and Elizabeth excelled at her studies. She was taught by famous

scholars such as William Grindal and Roger Ascham, and from an early age it was clear that she was remarkably gifted. She had an especial flare for languages, and by adulthood, she could reputedly speak five languages fluently.

Elizabeth's adolescence was no easier than her childhood. While the King lived, she was safe from political opportunists, but when he died in the January of 1547, and his young son became King Edward VI, she was vulnerable to those who saw her as a political pawn. Despite being officially illegitimate, Henry had reinstated his daughters in the line of succession. Mary was to follow Edward, and Elizabeth was to follow Mary. This meant that Elizabeth was now second in line to the throne. Edward was too young to rule himself as he was only nine years old, so his uncle, Edward Seymour, became Protector of England. His younger brother, Thomas Seymour, was jealous of his position and attempted to overthrow him.

He had made no secret of his desire to marry Elizabeth (in Tudor times a girl was considered of marriageable age at twelve) so she was implicated in his plot. It was treason for a heir to the throne to marry without the consent of the King and his Council, and at only fifteen years of age, Elizabeth had to persuade her interrogators that she knew nothing of the plot and had not consented to marry the King's uncle. She succeeded in defending her innocence, but rumours of an illicit affair with Seymour, all the more scandalous because he had been married to her last step-mother, Katherine Parr, (before she died in childbirth), plagued her long afterwards.

Elizabeth again found herself implicated in treason after the Wyatt rebellion of 1554. Edward had died in the summer of 1553 from prolonged ill health, and Elizabeth's half-sister, Mary, was now Queen Mary I of England after a brief fight for the throne against the scheme of John Dudley, Duke of Northumberland, to make his daughter in law, Jane Grey, queen. Even if she did have knowledge of them, there is no evidence that she approved of the actions of Wyatt and his followers. Elizabeth said she was innocent of the accusations made against her, but she was still arrested and sent to the Tower of London as a prisoner.

Elizabeth finally succeeded to the throne on 17th November 1558. It was a moment of supreme triumph for the unwanted daughter who had spent her life in the shadow of the court, cast aside and forgotten. She loved all kinds of sports, especially horse riding, and in the early years of her reign spent many hour riding. She also loved hunting,

hawking, bear baiting, and watching the male courtiers excel at jousts or other sporting contests. She loved music and dancing, pageantry and masques, and could even play the virginals and the lute herself with skill. She also loved watching plays and created the atmosphere responsible for the flourishing of the literary masterpieces of the period against the Puritan demands for the closure of all theatres and playhouses.

1. Historians do not have enough information about Elizabeth.
2. Her father was eager to have a daughter as he had seven sons.
3. King Henry died when Elizabeth was a little girl and she was sent to a monastery.
4. Elizabeth had to marry the King's uncle.
5. The Queen was not interested in events and intrigues around her and the court.
6. Elizabeth enjoyed having male favourites about her court.
7. Elizabeth couldn't prove her being not innocent.
8. The queen's life was full of different hobbies and activities.

Task 2

Read the text and complete gaps 1–6 with phrases a–i below. There are three phrases you do not need to use.

Generations of American schoolchildren have been taught the story of how the Great Fire of Chicago in October 1871 was started by Daisy, 1 _____. The cow, stabled in a barn behind Mrs. O'Leary's house, supposedly kicked over a kerosene lamp, 2 _____. The blaze quickly spread, and fanned by a strong southwest wind and aided by intensely dry conditions, the conflagration engulfed and entirely destroyed more than three square miles of built-up area. Almost 100,000 people were left homeless, 3 _____. Property damage was estimated at 200 million dollars, an immense sum in those days. Soon after the fire, the O'Leary-cow story became an almost unchallenged truth and, over the years, 4 _____ — a staple ingredient in the fabric of American folklore. However, there are good reasons to believe that neither Mrs. O'Leary nor Daisy was culpable. First, a police reporter later claimed to have invented the whole story. Of course, this is not a conclusive refutation, but

his reasoning was valid and his alternative suggestions credible. Furthermore, the testimony of one of the main witnesses, a neighbor called "Peg Leg" Sullivan, is now thought to be questionable. Some claim he invented the story to avoid censure, since he himself was not above suspicion and there were inconsistencies in his account. Other accusers have focused the blame on a variety of targets — 5 _____. The asteroid theory gains credence from the fact that on the same night as the Chicago fire, neighboring states suffered more than a dozen major fires. One fire destroyed the entire town of Peshtigo, Wisconsin, with the loss of more than 1,200 lives. Whatever the real origin of the fire, 6 _____, given the near-drought conditions of the time and the fact that much of the city consisted of densely packed wooden shacks served by an undermanned fire department. It seems that Mrs. O'Leary and her cow were perhaps no more than convenient and vulnerable scapegoats on which a devastated populace could center its frustrations.

- a. took on the status of a modern-day myth
- b. the truth is that it was inevitable
- c. which set fire to hay and other combustible materials stored there
- d. while milking the cow in the barn
- e. some local boys smoking in the barn, a different neighbor, an unnamed terrorist organization, spontaneous combustion, and, most recently, an asteroid
- f. the fire was not spread so far and it was not dangerous
- g. a cow belonging to one Mrs. O'Leary
- h. otherwise the teenagers were to be accused
- i. and about 300 lost their lives

Task 3

Read the text about precious stones and answer the questions 1–6 with passage A, passage B or passage C. According to the text, which stone (s):

1. This stone can be seen in the museum
2. It takes a long time to form this stone
3. It gives a person fortune

4. Once this stone disappeared from the store
5. The talisman for people born in the middle of spring
6. It often has a green colour

What are precious stones?

Precious stones are defined as visually appealing gemstones created from rocks or minerals. Often used for jewelry and fashion accents, this term was created in the mid-1800's to refer to four specific stones; **diamonds**, **rubies**, **emeralds**, and **sapphires**. All precious stones are translucent and are valued by the richness of their colour, except for the diamond, which has a higher value based on being colorless. Their rarity, beauty, and method in which they are produced all add to the allure of a precious stone. Any accessory containing a precious stone would be deemed sophisticated and worn by someone of high class.

Diamond

- A** The diamond is the most popular of all gemstones. The diamond is the highest valued precious stone, which takes millions of years to form. A diamond is a mineral compound made of pure carbon and is the hardest natural substance on the planet. Diamonds are so strong, they can only be cut or polished by another diamond. The name itself is derived from the Greek word "adamas," which means "invincible." Diamonds are typically colorless, but yellow, brown, green, gray, black, pink, blue, red, and purple stones can also be found along the diamond color spectrum. Jewelry-grade diamonds are rated based on color from bluish-white to yellow, and on clarity, which ranges from pure to various levels of flawed. Diamonds are measured in carats—the higher the carat weight and purity level of a stone, the more valuable the gem. The diamond is the birthstone for April. A rare blue diamond, The Heart of Eternity, is a famous precious stone currently owned by the De Beers Group. Now at 27.64 carats, this heart-shaped wonder was originally crafted from a 777 carat stone.

Another famous blue diamond is The Hope Diamond, previously owned by Evalyn Walsh McLean and known for causing her bad luck.

Emerald

- B** Known for its brilliant green color, emerald can also have blue or yellow undertones and loses all color when subjected to high heat. Their brittle exterior makes emeralds difficult to shape. The earliest emeralds were mined in Upper Egypt as early as 2,000 B.C. They were mined throughout the reign of Alexander the Great and were well-loved and collected by Cleopatra. The Aztecs and Incas also coveted emeralds, and the Moguls of India revered them so much they inscribed the gems with sacred text to be used to ward off evil. Historically, emeralds have been mined from Russia, Austria, Australia, and Norway. Today, the majority of emeralds are found in Brazil, Zambia, and Columbia. The emerald is the birthstone for May. The Patricia Emerald, at 632 carats, is the largest uncut emerald in existence. Named after the mine owner's daughter, this gemstone was discovered in Columbia in 1920 and can be seen on display at the American Museum of Natural History in New York.

Ruby

- C** The ruby is a pink to deep red precious gemstone. The name comes from the Latin word for red, *ruber*. Rubies are said to attract good luck for the wearer. Ancient Hindus believed rubies were a sign of protection from evil. Today, the ruby has come to symbolize love and passion. Rubies were also highly prized by ancient Chinese warriors who were known to wear rubies on their armor. Most rubies today are mined in Africa and Southeast Asia. The largest mined ruby weighing in at four pounds, the Liberty Bell Ruby, was stolen in a heist in 2011. The ruby is the birthstone for July. A well known ruby is the Liberty Bell Ruby, originally discovered in east Africa in the 1950's. At 8,500 carats, it was valued at two million dollars. This stone had been sculpted into the shape of the Liberty Bell, but was stolen from a jewelry store in Delaware in November of 2011. It is the largest known ruby in the world.

USE OF ENGLISH

Task 1

Choose the correct linking expression from the list below to complete sentences 1–6 about three teenage girls who started the company to protect wild life.

You do not need to use all the expressions.

despite, whereas, unless, together with, above all, while, as long as, owing to, because, so that

1. Betty Brown, _____ her closest friends Kate Luis and Ann Down, had recently become famous as nature-lovers.
2. The three girls decided to start a company _____ they have always been concerned about the environment.
3. People have probably won't have heard the girls' announcement in the papers _____ they live in their village.
4. They moved ahead with their project _____ not having any financial help.
5. They asked businessmen to contribute some money to advertise in the press and on TV _____ they could get some help.
6. _____ their firm attempts, they have achieved great success!

Task 2

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the sentences to form a word that fits in the gap in the same sentence.

What is "narcolepsy"?

People who suffer from excessive (1) _____ during the daytime may be victims of a condition known as "narcolepsy." (DROWSE). Although most people may feel (2) _____ while watching TV or after eating a meal, narcoleptics may fall asleep at (3) _____ or embarrassing times (SLEEP, USUAL). They may doze while eating, talking, taking a shower, or even driving a car.

Victims can be affected in one of two ways. Most narcoleptics have several sleeping periods during each day with alert periods in between, but a 4 _____ feels drowsy almost all the time and are alert for only brief intervals (MINOR). Many people with this condition also suffer from cataplexy — a form of 5 _____ paralysis that can range from a mild 6 _____ at the knees to complete 7 _____ affecting the entire body (MUSCLE, WEAK, MOBILE). This condition lasts from a few seconds to several minutes and is often set off by 8 _____ emotions (INTENSIVE).

Task 3

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. DO NOT CHANGE THE WORD GIVEN. You must use BETWEEN TWO AND FIVE WORDS, including the word given. Here is an example.

0 I am sure Ben doesn't have the ability to built the house to his dog.

CAPABLE

I am sure Ben a house for his dog.

Example answer: 0 is not capable of building

1. Was the party fun?
YOURSELF
Did the party?
2. Did your Dad gain any money when he started this company?
PROFIT
Did your Dad when he started his company?
3. John had to pay €100 for breaking a mobile phone in the shop.
CHARGED
They €100 for breaking the mobile phone in the shop.
4. I don't think you watched that movie last night on TV, did you?
HAPPEN
You that movie last night on TV, did you?

5. The boys have scratched my car on the door!

BEEN

My car on the door!

6. Mary didn't understand the theme, so she asked her teacher to explain it to her again.

GOT

Mary didn't understand the theme, so she
it to her.

WRITING

Imagine that you want to get a part-time job in a holiday camp for children. Write a letter to the head of the camp.

- Write what you would like to do in the camp.
- Prove that you need this job.
- Prove that you are the best person for this kind of job.
- Follow the rules of writing a formal letter.

- Do NOT write down the address.
- Do not write down your REAL name.

Write 100–120 words.

SPEAKING

Student 1

Task 1

Describe two types of modern vehicles presented in the pictures, for example a sigway and a tricycle (you will be given photos) and say which of these objects would be more popular with customers.

- Comment on the peculiarities of the vehicles.
- What would be the best place to ride them?
- Express your personal attitude to these or similar means of transport.

Monologue; Time: 2 minutes.

Then answer 2 QUESTIONS of your partner.

Dialogue Time: 2 minutes.

Task 2

Listen to the presentation of your partner, ask your partner 2 QUESTIONS to get ADDITIONAL INFORMATION not mentioned in the presentations.

Dialogue; Time: 2 minutes.

Student 2

Task 1

Say which of the objects (you will be given photos), for example, an automatic washing machine or a tiny vacuum cleaner, you think would be more popular with customers.

- Comment on the peculiarities of the objects.
- What would be the best place to use them?
- Express your personal attitude to these or similar means of cleaning.

Monologue; Time: 2 minutes.

Then answer 2 QUESTIONS of your partner.

Dialogue; Time: 2 minutes.

Answers | Типовые задания муниципального этапа. 9-11 классы

READING

Task 1

1√	2x	3x	4√	5x	6x	7√	8√
----	----	----	----	----	----	----	----

Task 2

1g	2c	3i	4a	5e	6b
----	----	----	----	----	----

Task 3

1B	2A	3C	4C	5A	6B
----	----	----	----	----	----

USE OF ENGLISH

Task 1. 1 — together with; 2 — because; 3 — unless; 4 — despite; 5 — so that; 6 — owing to

Task 2

1 drows- iness	2 sleepy	3 unusual	4 minority	5 mus- cular	6 weak- ness	7 immo- bility	8 intense
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Task 3. 1. you enjoy yourself at; 2. make a profit; 3. charged John; 4. didn't happen to watch; 5. has been scratched; 6. got her teacher to explain

Типовые задания

регионального этапа олимпиады 9–11 классы

1-й ТУР

READING

Read the text about the importance of water and answer questions 1–15 below.

The importance of water

Water scarcity is fast becoming one of the major limiting factors in world crop production. In many areas, poor agricultural practices have led to increasing desertification and the loss of formerly arable lands. Consequently, those plant species that are well adapted to survival in dry climates are being looked at for an answer to the development of more efficient crops to grow on marginally arable lands. Plants use several mechanisms to ensure their survival in desert environments. Some involve purely mechanical and physical adaptations, such as the shape of the plant's surface, smaller leaf size, and extensive root systems. Xerophytes and phraetophytes are two kinds of plants that survive in the desert environment through adaptations of their physical structure. Xerophytes, which include cactuses, an adaptation from the rose family, are effective desert plants because they have spines instead of leaves. These spines protect the plant from animals, shade it from the sun, and help it collect moisture. Another adaptation is their shallow but extensive root systems. The roots radiate out from the plant and quickly absorb large quantities of water when it rains. The mesquite tree is a type of phraetophyte. These plants have tiny leaves that close their pores during the day to avoid water loss and open them at night when they can absorb moisture. All phraetophytes have developed extremely long root systems that draw water from the water table deep underground. Some phraetophytes have developed

a double-root system — the typical long and deep root system to collect ground water and a shallow one like the xerophytes to collect surface water. Some desert plant adaptations are related to chemical mechanisms. For instance, some phraetophytes depend on their unpleasant smell and taste for protection, while many xerophytes have internal gums and mucilages that give them water-retaining properties. Another chemical mechanism is that of the epicuticular wax layer. This wax layer acts as an impervious cover to protect the plant. It prevents excessive loss of internal moisture. It also protects the plant from external aggression, which can come from inorganic agents such as gases, or organic agents, which include bacteria and plant pests. Researchers have proposed that synthetic waxes with similar protective abilities could be prepared based on knowledge of desert plants. If successfully developed, such a compound could be used to greatly increase a plant's ability to maintain health in such adverse situations as inadequate water supply, limited fertilizer availability, attack by pests, and poor storage after harvesting.

WRITE

YES if the statement agrees with the writer's view
NO if the statement contradicts the writer's view
NOT GIVEN if it is impossible to say what the writer thinks about this

1. Scientists want to discover how some species of plants manage to stay alive in spite of drought.
2. This discovery will help to grow large forests in the desert.
3. Some plants use only one mechanism to survive.
4. Cactuses don't die because they can move through the desert and find water.
5. Animals eat some plants despite the fact these plants have spines.
6. Some plants can store water and moisture thanks to the structure of their leaves.
7. Many plants cannot live in the desert because their roots are too short to get water from the underground.
8. People water all the plants at least once a week to support their existence.

9. Some species of plants stay alive because of their chemical qualities: taste and smell.
10. Many plants are covered with special protection which helps them keep water and moisture.
11. Different species of desert plants use different mechanisms to survive.
12. None of the desert plants have a double-root system.
13. Researchers want to built their studies on the base of knowledge got from desert plants.
14. Scientists face many problems, for example, financial and physical ones, to study the issue better.
15. If scientists have a lot of information about desert plants, they can take adequate measures to save them.

1	2	3	4	5	6	7	8

9	10	11	12	13	14	15

Questions 1-4

Read the text and choose the correct variant A, B, C or D.

Experiments have shown that in selecting personnel for a job, interviewing is at best a hindrance and may even cause harm. These studies have disclosed that the judgments of interviewers differ markedly and bear little or no relationship to the adequacy of job applicants. Of the many reasons why this should be the case, three in particular stand out. The first reason is related to an error of judgment known as the halo effect. If a person has one noticeable good trait, their other characteristics will be judged as better than they really are. Thus, an individual who dresses smartly and shows self-confidence is likely to be judged capable of doing a job well regardless of his or her real ability. The horns effect is essentially the same error, but focuses on one particular bad trait. Here the individual will be judged as incapable of doing a good job.

Interviewers are also prejudiced by an effect called the primacy effect. This error occurs when interpretation of later information is

distorted by earlier connected information. Hence, in an interview situation, the interviewer spends most of the interview trying to confirm the impression given by the candidate in the first few moments. Studies have repeatedly demonstrated that such an impression is unrelated to the aptitude of the applicant.

The phenomenon known as the contrast effect also skews the judgment of interviewers. A suitable candidate may be underestimated because he or she contrasts with a previous one who appears exceptionally intelligent. Likewise, an average candidate who is preceded by one who gives a weak showing may be judged as more suitable than he or she really is.

Since interviews as a form of personnel selection have been shown to be inadequate, other selection procedures have been devised that more accurately predict candidate suitability. Of the various tests devised, the predictor that appears to do this most successfully is cognitive ability as measured by a variety of verbal and spatial tests.

1. What is the most important when having an interview to get a job?
 - A. being talkative and have a sense of humour
 - B. self-confidence and independence
 - C. an official dress code in clothes
 - D. being shy and insecure
2. The interviewer wants to confirm his first opinion on the applicant
 - A. just at the beginning of the interview
 - B. during the interview
 - C. after the interview
 - D. at the end of the interview
3. What influences the interviewer's impression of the applicant?
 - A. the contrast with the previous or preceded candidate
 - B. the candidate's looks and personality
 - C. the way the candidate speaks and behaves
 - D. the candidate's attitude towards the interviewer
4. Why do they advise other forms of interviews?
 - A. the forms have become old-fashioned
 - B. they do not show the persons all traits

- C. these forms are unfair and dishonest
- D. the existing forms are not perfect

1	2	3	4
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Questions 1–5

Complete the summary of the text using words A–I from the box to fill in the gaps numbered 1–5. There are four extra words in the box.

More people are hurt 1 _____ than any other outdoor activity, accounting for a quarter of emergency room visits, according to the first national study to estimate recreational 2 _____. Trailing snowboarding are sledding and hiking, 3 _____ at the Centers for Disease Control and Prevention report in the journal Wilderness and Environmental Medicine. The most common problems were broken 4 _____ and sprains, accounting for half of all cases. Males are injured at twice the 5 _____ of females, but the research didn't look at the reasons.

1	rate
2	sledding
3	snowboarding
4	level
5	bones
6	scientists
7	researchers
8	legs
9	injuries

USE OF ENGLISH

Task 1

For questions 1–10 fill in the gaps with the correct words. Use only one word for each gap. The first sentence is done for you as an example.

Every year about two million 0 people visit Mount Rushmore, where the faces of four U.S. presidents 1 _____ carved in granite by the sculptor Gutzon Borglum and his son. The creation of

the Mount Rushmore monument 2 _____ 14 years — from 1927 to 1941 — and nearly a million dollars. These were times 3 _____ money was difficult to come by, and many people were jobless. To help him 4 _____ this sculpture, Borglum hired laid-off workers from the closed-down mines in the Black Hills area of South Dakota. He taught these men to dynamite, drill, carve, and finish the granite as 5 _____ were hanging in midair in his specially devised chairs, which had many safety features.

Borglum used dynamite to remove 90 percent of the 450,000 tons of rock 6 _____ the mountain quickly and relatively inexpensively. His workmen became so skilled that without causing damage, they could blast to within four inches of the finished surface and grade the contours of the facial features. Borglum was proud of the 7 _____ that no workers were killed or seriously injured during the years of blasting and carving the granite. Considering the workers regularly used dynamite and heavy equipment, this was a remarkable feat.

During the carving, many changes in the original design had to be made to keep the carved heads free of large fissures that were uncovered. 8 _____, not all the cracks could be avoided, so Borglum concocted a mixture of granite dust, white lead, and linseed oil to fill them.

Every winter, water from melting snow gets 9 _____ the fissures and expands as it freezes, making the fissures bigger. Consequently, every autumn maintenance work is done to refill the cracks. To preserve this national monument for future 10 _____, the repairers swing out in space over a 500-foot drop and fix the monument with the same mixture that Borglum used.

Task 2

For questions 1–5, think of one word only which can be used appropriately in all three sentences. Here is an example:

- A) Mother bought me a toy clock because I'm learning to _____ the time.
- B) She expects the head teacher is going to _____ her off for not doing her homework properly.
- C) These two brothers look so alike that I just can't _____ them apart.

Example: TELL

1. A) Could you just _____ in for a second so that I can buy some bread.
B) These companies _____ out of the deal just at the proper time.
C) The doctors are worried about Jane, but I'm sure she will _____ through.
2. A) We all went to the airport to _____ our friends off.
B) I'm not enjoying my pottery course anymore, but I'll _____ it through to the end.
C) Could you answer the phone while I _____ to the baby?
3. A) I've never tasted kebab because the smell has always _____ me off.
B) I'm afraid you'll have to _____ your cigarette out before you enter the house.
C) You have to _____ up with a lot in this job, but you'll like it.
4. A) I wish my grandparents wouldn't _____ down this golden ring to me.
B) If you find a wallet or a purse, you should _____ it in at the police station.
C) Ben, please, _____ these papers out to everyone in the street.
5. A) Voters feel really _____ down by the government.
B) Be very careful if you're going to _____ off those fireworks.
D) Don't _____ the dog in! It is very dirty.

Task 3

For questions 1–8 read the following informal note you have received from a friend and use the information to complete the numbered gaps in the formal notice. Use one word for each gap. The number of letters in the word is given. Also some letters are given. There is an example (0) at the beginning. The words you need do not occur in the informal note.

Example: 0 l i m i t

INFORMAL NOTE

Nick,

I've got some information you wanted to know about the subscription to the magazine "DIY". Firstly, it is for teens only. It seems you can subscribe only until September 1st. It looks like quite a good bargain because it costs only £25 and you can afford it. This magazine gives you a chance to find out interesting information how to make amazing things. You can show it to your friends and share experience.

You can do it only at the local post office and you have to go and subscribe yourself as you have to show your passport. You fill in the form and pay there at once.

It's a really exciting magazine and I think you should inspire some of your friends join you and get one before they have discounts.

Robert

FORMAL NOTICE**NOTICE TO TEENAGERS
"DIY" MAGAZINE**

Subscription to the "DIY" magazine has the age (0) l i m i t of 19. The subscription is only (1) a _ _ i _ _ _ _ _ until 1st September and we advise you to get one because it is very good (2) _ _ _ _ _ e for money. The magazine (3) p _ _ _ _ _ ts you to get unlimited information how to invent things and it also (4) e _ t _ _ _ _ es you to exchange opinions and experience with your friends all over the world.

These magazines are (5) _ b _ _ _ _ n _ _ _ _ e only at the local post office and you must (6) _ _ _ _ _ ct the way of subscription and you will need to take proof of your age. At the office, you fill in an application form and (7) _ r _ _ _ i d _ a passport to get discounts. The subscription is highly recommended, so if you are (8) e l _ _ _ _ b _ _ _ for one, remember that you should not hesitate to do it.

Task 4

In the table below there are quotations from famous people. For questions 1–7 match the beginning of the quotation from column A

with its corresponding ending from column B (A–L). There are 4 extra endings which do not correspond to any quotation.

The (0) has been done for you as an example:

Example: 0. L

A	B
0. Internet is so big, so powerful and pointless that	A. but not in his heart. (Jonathan Swift)
1. You can tell the character of every man	B. but they remember how well you did it. (Howard Newton)
2. A wise man should have money in his head,	C. if it is not cultivated, it cannot be harvested. (African proverb)
3. A real friend is one who walks in	D. your job is only as big as you are (George C. Hubbs)
4. Knowledge is like a garden:	E. they will never forget us. (Henrik Tikkanen)
5. Because we don't think about future generations,	F. you will not go any further (Catherine Pulsifer)
6. One's destination is never a place,	G. the mother of invention (Proverb)
7. People forget how fast you did the job	H. when you see how he receives praise. (Seneca)
	I. the best of all instructors. (Publilius Syrus)
	J. when the rest of the world walks out. (Walter Winchell)
	K. but a new way of seeing things. (Henry Miller)
	L. for some people it is a complete substitute for life. (Andrew Brown)

WRITING

Write a short story.

1. Choose any subject but use in your story the following words at least once (underline the word from the list when using it for the first time):

- disaster
- high-heeled
- ridiculous
- brand
- dance

2. Title your story using a word from the list.

3. Include description of feelings and emotions.

4. Include direct and indirect speech.

5. Make an unexpected ending.

Write 220–250 words.

2-й ТУР

SPEAKING

Set 1

Student 1

PREPARATION: Prepare a presentation

You are given 15 minutes to get prepared. During the presentation use photo from set 1 (they will be given to you).

PRESENTATION: Make your presentation and discuss your partner's presentation

Task 1

You are a photographer and you have taken 3 photos (Set 1) for example, with different historical sights. Your task is to tell 3 stories about them in an entertaining way to convince “the editor of Travel (for example) magazine” (your partner) to publish them in the magazine.

Tell about

1. some peculiarities and details of the events in the pictures,
 2. the place of the events (area),
 3. how you managed to take the pictures
- (Monologue; Time: 2–3 minutes)

Then answer 2 QUESTIONS of your partner.
(Dialogue; Time: 2 minutes)

Task 2

Now you are “the editor of Travel magazine”. Listen to the presentation of your partner “a photographer”, ask your partner **2 QUESTIONS TO GET ADDITIONAL information NOT MENTIONED IN THE PRESENTATION.**

(Dialogue; Time: 2 minutes)

SPEAKING

Set 2

Student 2

PREPARATION: Prepare a presentation

You are given 15 minutes to get prepared. During the presentation use photos from set 2 (they will be given to you).

PRESENTATION: Make your presentation and discuss your partner’s presentation

Task 1

You are “the editor of Travel (for example) magazine”. Listen to the presentation of your partner “a new photographer”, ask your partner 2 QUESTIONS to get ADDITIONAL information not mentioned in the presentation.

(Dialogue; Time: 2 minutes)

Task 2

Now you are “a photographer” and you have taken 3 photos (Set 2) for example, with different people’s activities. Your task is to tell 3 stories about them in an entertaining way to convince “the editor

of Hobbies (for example) magazine” (your partner) to publish them in the magazine.

Tell about

1. some peculiarities and details of the events in the pictures,
 2. the place of the events (area),
 3. how you managed to take the pictures
- (Monologue; Time: 2-3 minutes)

Then answer 2 QUESTIONS of your partner.
(Dialogue; Time: 2 minutes)

Answers | Типовые задания регионального этапа. 9–11 классы

1 TYP
WRITE

1 Yes	2 NG	3 Yes	4 NG	5 No	6 Yes	7 No	8 NG	9 Yes	10 Yes
----------	---------	----------	---------	---------	----------	---------	---------	----------	-----------

11 Yes	12 No	13 Yes	14 NG	15 Yes
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Questions 1-4

1C	2B	3A	4D
----	----	----	----

Questions 1-5

1	snowboarding
2	injuries
3	researchers
4	bones
5	rate

USE OF ENGLISH

Task 1

1	were
2	took
3	when
4	with
5	they
6	from
7	fact
8	However
9	into
10	generations

Task 2

1. PULL 2. SEE 3. PUT 4. HAND 5 LET

Task 3

1	available
2	value
3	permit
4	entitle
5	obtainable
6	select
7	provide
8	eligible

Task 4

1H	2A	3J	4C	5E	6K	7B
----	----	----	----	----	----	----

Типовые задания заключительного этапа олимпиады 9–11 классы

READING

Task 1

Read the text and answer questions 1–15 below.

DOLPHINS

- A** “No arguments can rationalize the forced confinement of these social and highly intelligent creatures,” said Richard O’Barry. He is very right. Dolphins are one of the most social and intelligent creatures in the world. Some people think that they may be smarter than even chimpanzees. Their intelligence has been tested many times over and they have been found to be able to do arithmetic and memory games. Dolphins are very socially sophisticated creatures. They have a complex language, which is in areas comparable to the language of humans. They have the ability of echolocation, which has many uses. Their ability to use echolocation has even helped humans, mainly in the military. Finally, dolphins are very social animals. They have complex social grouping and have many emotions. “Cetaceans (dolphins) communicate over hundreds of miles, making theirs a truly global society. Surrounded by this universal conductor of communication, marine mammals develop unusually strong bonds to one another. Individuals depend heavily on their position within the group, or “pod” for their identity,” says Jean-Michel Cousteau about dolphins and their communication.
- B** Dolphins communicate using an extensive system of whistles, which are similar to human voices. Each herd of dolphins has its own sound signature and this allows the dolphins to speak to each other. The unique whistle of each herd is called its “coda”.

An example of how dolphins use these “coda” is when they dive for food. When they dive as a group, they often fan out in search of food. When they are done, they congregate using their clicking sounds. Dolphins can also use their whistling to manipulate situations. It seems as if though dolphins have problem solving skills.

- C French aquanaut and film-maker Jacques-Yves Cousteau and his crew trailed a herd of dolphins. The herd seemed to be comprised of a few females and one male. As they approached the herd, they heard many soft clicks. As they got closer, everything changed. They heard a very loud burst of clicks from the large male. The rest of the group fell silent. The male sidled up to Cousteau's ship and spouted for all he was worth. He seemed to be deliberately making himself conspicuous, drawing the researchers away. Meanwhile, the female dolphins exited in the opposite direction. The male dolphin then continued on to dash away from the researchers and rejoins his herd. The dolphin male had sensed danger and had communicated with the rest of his herd what he was about to do. They solved this problem using different frequencies of whistling.

Echolocation — the location of objects by their echoes — is a highly specialized faculty that enables dolphins to explore their environment and search out their prey in a watery world where sight is often of little use. As sound travels four and a half times faster in water than in air, the dolphin's brain must be extremely well adapted in order to make a rapid analysis of the complicated information provided by the echoes. As said in the book, dolphins are able to do many things simply by using their ability of echolocation. It helps them navigate, hunt, and even kill their prey.

- D The dolphin is able to generate sound in the form of clicks. The frequency of this click is higher than that of the sounds used for communication and differs between species. When the sound strikes an object, some of the energy of the sound wave is reflected back towards the dolphin. As soon as an echo is received, the dolphin generates another click. The time lapse between click and echo enables the dolphin to evaluate the distance between it and the object; the varying strength of the signal as it is received on the

two sides of the dolphin's head enable it to evaluate direction. By continuously emitting clicks and receiving echoes in these ways, the dolphin can track objects and home in on them. Echolocation is how dolphins navigate. They “see” distant underwater terrain using sound as clearly as we see the above water terrain using our eyes. Their complex sonar can tell the shape, speed, and density of the object that they are racing towards. This allows them to navigate, because they are able to detect when they might hit a large object or they may have it in their memory of where they are. Dolphin's echolocation also has the ability to kill or stun their prey.

- E In this case, it was shown that dolphins had used their sonar ability, or echolocation, to stun a fish. The dolphins recognize the frequency at which the fish hear at, and give a low bang towards the fish. This stuns the fish, and aids with the dolphins hunting. Other evidence states that dolphins may even be able to kill their prey with these bangs of sound. Scientists recorded wild Atlantic spotted dolphins emitting a medium-frequency buzz while searching for prey in sand on the seabed. They say buried eels jumped out of the sand, and either stopped completely or moved sluggishly as if they were stunned, giving the dolphin time to catch them. In this case, the dolphins used their sonar to detect their prey and then stun or kill it at the same time. The eels were shocked out of their hiding, where the shock of being disturbed by the buzz stunned them or in some cases killed them. This is extremely beneficial to dolphins, for it will make their hunting much easier.
- F Finally, dolphins are extremely social. Dolphins are highly social animals and live in family groups called pods, the social organizations of pods can be very complex, it varies between species and even within species living in different parts of the world, however for a very general overview all species are two types of pod. The first is a natal' pod, this consists almost entirely of females and their young (calves) and can be either matriarchal (highest ranking dolphin is female) or patriarchal (highest ranking dolphin is male). In a patriarchal pod there is a principle male who controls the primary mating rights to the females of the pod, when a female is approaching season the principal male will become more territorial and chase away other males. In some cases there

can be a pseudo-alliance between males in a patriarchal pod, 2–3 males might be responsible for primary mating in a pod, effectively sharing the top rank. A matriarchal pod is one in which the females choose which males mate with them. Conflicts over mating rights are common in both matriarchal and patriarchal systems.

Questions 1–5

The text above has six paragraphs, A–F. Which paragraphs contain the following information? Every question has only one answer but you may use any of the letters A–F for more than one question. Circle the correct letters.

1. examples of the groups dolphins are divided into
2. dolphins' sonar abilities help them find food
3. their language helps people in some spheres
4. the dolphin male plays an important role in warning and interacting
5. dolphins use special signals in communication

Questions 6–7

For questions 6–7 choose the correct answer A, B or C.

6. It was proved that dolphins use their sonar ability to
 - A) choose which males mate meet with.
 - B) hunt a prey.
 - C) use their whistling to manipulate situations.
7. The dolphin's brain must be extremely well adapted in order to
 - A) communicate using a wide range of whistles.
 - B) make their hunting much easier.
 - C) estimate quickly the danger they are facing.

Question 8

Which TWO of these possible ways to help dolphins communicate are mentioned in the text? Choose TWO letters from A–E for question 8.

- A. eels
- B. flick
- C. water
- D. human activity
- E. response

Question 9

The list below shows possible forms of proof that dolphins are smart animals. Which TWO possible statements does the author say prove that. Choose TWO letters from A–E for question 9.

- A Dolphin's brain can extremely well estimate any dangerous situation and take adequate measures.
- B Dolphins swim and jump very well.
- C They are able to do tasks connected with calculations and memorizing things.
- D These animals never leave their habitat.
- E Dolphins give a birth to their calves once a year.

Questions 10–13

Do the following statements agree with the claims of the writer in the text?

- A (TRUE) if the statement agrees with the claims of the writer
 - B (FALSE) if the statement contradicts the claims of the writer
 - C (NOT GIVEN) if it is impossible to say what the writer thinks about this
10. Male and female dolphins live together in one heard and never have conflicts.
 11. When winter comes heards of dolphins move to warmer waters to find food and survive.
 12. The dolphins produce sounds with certain frequency, pitch and variety which differs between species.
 13. Dolphins have abilities to find the way out of any situation.

USE OF ENGLISH

Task 1

For items 1–8, match each person (1–8) with an appropriate phrasal verb (A–K) and a suitable object (a–i). There are two extra verbs in the second column, which you do not have to use. The first example (o) is done for you.

Example: 0. Ba

0. a dentist	A .bring forward	a. people's teeth
1. this book	B .looks after	b. food and money
2. an applicant	C. feels up to	c. his illness
3. a receptionist	D. breaks in	d. the plan of a new house
4. a surgeon	E. draws up	e. this form to get a job
5. a patient	F. fills in	f. on people
6. a beggar	G. deals with	g. the visitors at the hotel
7. a burglar	H. asks for	h. the Civil War
8. an architect	I. gets over	i. someone's house
	J. checks in and out	
	K. performs operations	

Task 2

For items 9–23, fill in the gaps in the text choosing an appropriate name or word from the right-hand column. Choose one name/word only. There are extra name/words in the right-hand column, which you do not have to choose.

<p>Five years before Hemingway, another American novelist had won the Nobel Prize: 9 _____ . Faulkner managed to encompass an enormous range of humanity in Yoknapatawpha, a 10 _____ county of his own invention. He recorded his characters' seemingly unedited ramblings in order to represent their inner states — a technique called 11 _____. (In fact, these passages are carefully crafted, and their seeming randomness is an illusion.) He also jumbled time sequences to show how the past — especially the slave-holding era of the South — endures in the present. Among his great works are 12 _____, Absalom, Go Down, Moses, and The Unvanquished.</p>	jazz music
	short story
	Truman Capote Harlem
	stream of consciousness

Faulkner was part of a southern literary renaissance that also included such figures as 13 _____ (1924–1984) and 14 _____ (1925–1964). Although Capote wrote short stories and novels, fiction and nonfiction, his masterpiece was 15 _____, a factual account of a multiple murder and its aftermath, which fused dogged reporting with a novelist's penetrating psychology and crystalline prose. Flannery O'Connor was a 16 _____ — and thus an outsider in the heavily Protestant South in which she grew up. Her characters are Protestant fundamentalists obsessed with both God and Satan. She is best known for her tragicomic short stories. The 1920s had seen the rise of an artistic 17 _____ community in the New York City neighborhood of Harlem. The period called the 18 _____ produced such gifted poets as Langston Hughes (1902–1967), Countee Cullen (1903–1946), and Claude McKay (1889–1948). After 19 _____, a new receptivity to diverse voices brought black writers into the mainstream of American literature. In the 1950s the West Coast spawned a literary movement, the poetry and fiction of the "Beat Generation," a name that referred simultaneously to the rhythm of 20 _____, to a sense that post-war society was worn out, and to an interest in new forms of experience through drugs, alcohol, and Eastern mysticism. From Irving and Hawthorne to the present day, the 21 _____ has been a favorite American form. One of its 20th-century masters was John Cheever (1912–1982), who brought yet another facet of American life into the realm of 22 _____: the affluent suburbs that have grown up around most major cities. Cheever was long associated with 23 _____, a magazine noted for its wit and sophistication.

The Sound and the Fury
black

The New Yorker

World War II

Renaissance literature

William Faulkner

Flannery O'Connor

Task 3

For items 24–33, complete two English songs by filling in the gaps with one word only. In some cases an explanation and the first letter are given. (0) is an example.

A. There is an old English children's song about the sounds of church bells in various parts of London. Complete the lines of the song using one word only in each gap.

B. Example: (0) lemons

“Oranges and (0) lemons,”
Say the bells of St. Clement's.

You owe me five (24) _____,
Say the bells of St. Martin's.

When will you pay (25) _____?
Say the bells of Old Bailey.

When I grow (26) _____,
Say the bells of Shoreditch.

When will that (27) _____?
Say the bells of Stepney.

I do not (28) _____,
Says the great bell of Bow.

C. The following song for children calls people to take care of our planet Earth. Complete the lines of the song using one word only in each gap.

Let's love our (29) _____ Earth she's got to last forever (the dearest person)
Mother Earth let's take good care of her
To bring us joy and mirth
She's got to last a long long time

Our forests and our farmlands are (30) _____ to see (wonderful, lovely)

To keep them just the way they are it's up to you and me
Instead of saying “Oh well, that's the way it goes”

Let's do our part...and keep our (31) _____ close to our hearts (the place we live in)

Let's not (32) _____ our energy it's obvious to me (spend uselessly)

And keep our lakes and waterways as clean as they can be

Don't (33) _____ the air we breathe...let's clean up our act (spoil)

Let's do our part....and keep our world close to our hearts

Task 4

For items 1–7, match the item in the left-hand column (1–7) with definition in the right-hand column (a–g).

Match quotations with the famous people who said them

1. Imagination is more important than knowledge.	a. Abraham Lincoln
2. If music be the food of love, play on.	b. Walt Disney
3. The way to get started is to quit talking and begin doing.	c. Walt Disney
4. Obstacles are those frightful things you see when you take your eyes off the goal.	d. Shakespeare
5. Live as if you were to die tomorrow. Learn as if you were to live forever.	e. Aristotle Onassis
6. The life which is unexamined is not worth living.	f. Theodore Roosevelt
7. The secret of success is to know something nobody else knows.	g. M.K. Gandhi

8. Character is like a tree and a reputation like a shadow. The shadow is what we think of it; the tree is the real thing.	h. Albert Einstein
9. It's kind of fun to do the impossible.	i. Socrates
10. The only man who makes no mistakes is the man who never does anything.	j. Henry Ford

WRITING

Task 1

The club you attend has recently held the Language Contest with events organized by the students from different schools.

As a senior member of this club you have received the Head Tutor's letter asking you to write a report. Use the information given in the programme of the event, the Head Tutor's letter and the notes made after the contest to write the report which the Tutor requests.

Remember to:

- *include the title and subtitles;*
- *use an appropriate style;*
- *organize the information logically and clearly;*
- *make a critical evaluation and analysis of the event;*
- *recommend what should be done.*

Write 220–250 words.

USE YOUR OWN WORDS AND EXPRESSIONS in your report.

CONTEST PROGRAMME

Want to show your language level?
 Want to share your experience and get new knowledge?
 Tuesday 23rd April
 Language Contest

- quizzes and games
- conversation clubs
- different cultures
- and much more!

TUTOR'S LETTER

Dear Student Rep,

Thank you for your help in organizing the recent Language Contest.

I must say, this was the first event of its kind which has been held in the club. I hope we will have similar events in the future more often, that is why we need to assess and find out advantages and disadvantages of the Contest.

I would be grateful if you could carry out a survey among the participants and prepare a short report on their feedback. Please include some recommendations based on your survey.

Your help is valuable.

R. Colt

Head Tutor

SURVEY OF STUDENT OPINIONS

(notes from the contest, 23rd April)

- interesting and informative
- not enough chairs and space
- rich and exciting quizzes and games
- very short but interesting presentations
- problems with slide projector
- tasty food and tea

SPEAKING

Preparation 15 minutes

Provide commentaries in English for the video "Vladimir" to attract foreign visitors (Set 1: Vladimir).

- Watch the video of the town.
- Select information from the FACT FILE in Russian.

Comment on:	
Location	Main tourist attractions
Population	Entertainment
History	Reasons why tourists must visit the town

- Make an introduction and a conclusion.
- Synchronize your presentation with the video.

You can make notes during the presentation time, but you are not allowed to READ them during the presentation.

Preparation and questions 10 minutes

Task 1

“GOLDEN RING – TREASURE OF RUSSIAN HISTORY”

1. Provide commentaries in English for the video “Vladimir” to attract foreign visitors (Set 1: Vladimir).

- Comment on all aspects mentioned in the table (see Preparation section).
- Make an introduction and a conclusion.
- Try to interest foreigners in visiting the town.
- Synchronize your presentation with the video.

You are NOT allowed to READ the notes during the presentation time.

(Monologue; Time: 2–3 minutes, depending on the length of the video)

2. Answer 2 QUESTIONS from your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation about the town.

Task 2

Listen to the presentation of your partner (Set 2: Vladivostok). Ask 2 QUESTIONS about the city to get ADDITIONAL INFORMATION not mentioned in the presentation.

(Questions/Answers; Time: 2–3 minutes)

Answers | Типовые задания заключительного этапа. 9–11 классы

READING

Task 1

Questions 1–5

1 A F	2 E	3 A	4 C	5 B D
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Questions 6–7

6 B	7 C
-----	-----

Question 8

8 B E

Question 9

9 A C

Questions 10–13

10 B	11 C	12 A	13 A
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USE OF ENGLISH

Task 1

1. Gh	2 Fe	3 Jg	4 Kf	5 Ic	6 Hb	7 Di	8 Ed
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Task 2

9	William Faulkner
10	Mississippi
11	stream of consciousness
12	The Sound and the Fury,
13	Truman Capote
14	Flannery O'Connor
15	In Cold Blood
16	Catholic
17	black
18	World War II
19	Harlem Renaissance
20	jazz music
21	short story
22	literature
23	The New Yorker

Task 3

24 farthings	25 me	26 rich	27 be	28 know	29 mother	30 beautiful
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31 world	32 waste	33 pollute
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Task 4

1h	2 d	3 b	4j	5g	6 i	7e	8 a	9 c	10 f
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Советы, как правильно выполнять письменные задания

На олимпиадах по английскому языку на разных этапах предлагается выполнить письменные задания различного уровня сложности.

Это могут быть такие задания:

1. an informal email
2. a personal letter
3. a formal letter
4. a story
5. an opinion essay
6. a review
7. a for and against essay
8. a report
9. an article
10. a descriptive story
11. a funny story based on the picture
12. agree or disagree essay
13. an invitation card
14. a greeting card
15. a survey based on some data
16. comments in your blog
17. a composition
18. description of bars, graphs, charts and tables

Ко всем заданиям дается план выполнения, картинки, таблицы и т.д. Также в задании указывается время, которое дается на выполнение задания, и количество слов, которое необходимо написать.

Давайте рассмотрим, как правильно выполнять некоторые из представленных в списке выше заданий.

An informal email

Tip 1

Type the person's email carefully. Remember to include full stops and underscores (_). Don't use capital letters for email addresses

Tip 2

The subject of your email doesn't have to be long. It should describe what your email will be about in a few words, or it could be something simple like "Hi!".

1. **Email address**
david_brown@gmail.com
2. **Subject**
Hi! This weekend
Hello (name) My birthday party
3. **Greeting**
Dear (name),
4. **Paragraph 1: Opening and reason for writing**
How are you? It was sad to hear that...
Many thanks for your email. I'm writing to.....
Thanks a lot for... Congratulations on.....
It was great to hear that.... I'm sorry I haven't written sooner..
5. **Paragraph 2: Contains news, information or questions.**
I've got lots of things to tell you.
I've got some good news.
Guess what happened! I...
I have got some great news for you: I passed my exam!
I'm a student at...
I'm having a birthday party next week. Would you like to come?

6. **Paragraph 3: Conclusion and ending**

Well, that's all for now
Give my best wishes to your...
I can't wait to get your next email.

I hope we can meet soon
Don't forget to write soon.

7. **Closing**

Best wishes,
Bye for now,
Lots of love,
Love,
Take care,

8. **Your name**

Kate

9. **Extra information**

PS

Tip 3

Use informal language in informal emails, for example, contractions like *I'm*, *can't*, and colloquial expressions such as *I'm really keen on music*.

Here you can see a sample of an informal email

To: annie1989@yahoo.com

Subject: Hello from Italy!

Dear Ann,

My name is Kate and I'm 15 years old. I am from Rome, the capital of Italy. I'm a student at a private school here. I would like to visit Scotland to see its magnificent places.

I'm sending you some photos of myself, my friends and my city. As you can see, I am tall and slim. I've got short dark hair and green eyes. I am a very dependable person and I like chatting and making new friends.

My hobbies are doing some sports and reading books. I spend my free time reading the latest fantasy stories and working in the garden. I also enjoy playing with my pet. I take care of my dog, take it for a walk and to the vet. We are good friends!

Please write back to me and tell me about you and your hobbies.

Bye for now,

Kate

A story**Tip 1**

When you write a story it is important to explain the order of events clearly. Doing these things will help:

- List events in the correct order before you write.
- Use different tenses to highlight the order of events.
- Include linkers and time expressions

Tip 2

Draw a time line and mark the events of your story on it. This will help you to make the story more interesting.

1. Organise your story into three main paragraphs.**2. Paragraph 1: Setting the scene.**

- Use Past Perfect for earlier events.
- Use Past Continuous to describe the background of the story.
- Use Past Perfect for events that happened before the main action.

Set the scene by describing the people, the place and the background.

3. Paragraph 2: Developing the story.

- Use Past Continuous for background and interrupted actions.

Develop the story using different tenses.

4. Paragraph 3: An interesting ending.

- Use Past Simple for a sequence of events.

Always include an ending; readers want to know what happened.

Tip 3

1. Begin or end your story with the sentence you are given.
2. Give your story a clear beginning and end.
3. Describe atmosphere and feeling, not just events.
4. Create interest by using adjectives and adverbs.
5. Use a range of narrative tenses, not just the past simple.
6. Use time expressions and linking words to organize your story.
7. Use the correct number of words.
8. Check your work for accuracy.

Here is a sample of the story.

Linking words

At first then next after that in the end while as when as soon as an hour later that afternoon the next day afterwards later after a while after before

You have decided to enter a short story competition in a local magazine. The story must begin with the following words:

My friend Sally and I were very excited. My parents....

Write your story in 120–180 words in an appropriate style.

My friend Sally and I were very excited. My parents had given me a puppy for my birthday that morning and we wanted to take it out to train. That afternoon, we went to the park. It was a wonderful day, the sun was shining — perfect for our first training lesson.

When we got to the park I put the puppy on the green lawn. As soon as Sally came nearer to it, the puppy bit Sally on her leg. As I was taking the puppy away from Sally, it got free and ran away. Luckily, it couldn't run fast.

After a while we went to hospital. The doctor examined her injure and put a bandage on it. Later, we told our parents about our adventure. The puppy had been aggressive before father got it. It ran under the sofa and hid itself. It was looking at us from under its shelter, but we didn't pay attention. Afterwards Sally got over her pain and the puppy got used to us. That was the end of our training lessons!

A formal letter

Tip1

When you write a formal letter, check these points carefully:

- Do not use contracted forms like I've, I'm, don't, can't.
- Use formal structures, expressions and linkers.
- Presentation — typed letters look better.
- Use the correct greeting and closing expressions.
- Begin by saying why you are writing.
- Address all the points in the instructions.
- Use short paragraphs for every new topic.
- End by saying what you would like to happen next (e.g. I look forward to hearing from you.)
- Use the correct number of words.
- Check carefully for any mistakes.

1. Greeting (always include a name if you are given one).

- Dear Sir or Madam,
- Dear Mr/Mrs/Ms.

2. Paragraph 1: Introduction and reason for writing.

Applying for a job

- I am writing in response to your advertisement.....
- I am writing to introduce myself/ find out more about/ apply for/complain about/enquire about...

3. Paragraph 2: Contains information about yourself, your interests and ambitions.

- I have always been interested in.../I have a lot of experience in.../I consider myself to be/would describe myself as...
- I would like the opportunity to...

Complaining

- I am not satisfied with...
- I am unhappy with the service I received.
- I would like to request a refund.

4. Paragraph 3: Questions to get additional information.

- Could you tell me more....?
- I would be very grateful if you could...
- Would it be possible for you to...?
- Please could you tell me more about/ send me further information about...
- How many....?
- How much ...?
- Can I.....?

5. Ending your letter.

- I look forward to hearing from you / Thank you in advance for your help/ Thank you for considering my application.

6. Closing.

- Yours faithfully, (with Dear Sir or Madam),
- Yours sincerely (with Dear Mr/Mrs/ Ms).

7. Your signature.

8. Your full name.

Tip 2

1. Use a range of tenses and structures – not just the present simple.
2. If you are applying for a job, say why you should be considered.
3. Indirect questions may sound more polite.

Here is a sample of an informal letter

You have seen this advertisement in an English language magazine.

Spend two to twelve weeks assisting on conservation projects in South Africa's game reserves and marine research projects. Work with whales and seals or take part in the only white lion conservation project in the world. Our website: www.ecoafricaexperience.com

Write your **letter** of application in **120–180** words. Do not write any postal addresses.

Dear Sir or Madam,

I am writing to introduce myself and find out more about your organization. My name is Jessica Gomes and I am fifteen years old. I am at school at the moment, but I want to volunteer in my summer holidays.

I saw your advertisement in our local ecology magazine yesterday. I have already visited your website and I am interested to learn more about your organization. I am very fond of animals, especially marine ones. I live by the sea and have had some experience of sailing. I speak three languages and I am very dependable.

Could you tell me more about your organization? What species of animals do you study? Can I choose the animals I like to work with?

I look forward to hearing from you.

Yours faithfully,

Jessica Gomes

An opinion essay (agree or disagree)

Tip 1

When you write an opinion essay it is important to support your ideas with examples.

- Read the title and decide if you agree or disagree.
- Make a list of your main reasons.
- Brainstorm more examples to support your ideas.

1. Read the title carefully. Do you agree or disagree with it?

Young people spend too much time using computers

2. Decide why you agree or disagree with the statement. Think of two main reasons.

3. Brainstorm examples to support these reasons and convince the reader of your opinion.

4. Organise your ideas into four paragraphs.

Tip 2

Paragraph 1: Give your opinion.

In my opinion,....

I firmly/strongly believe that....

It seems clear to me that...

Check these points carefully

- the essay starts with a clear opinion
- paragraphs contain a main idea and supporting examples
- the final paragraph is a conclusion

Paragraph 2: State your first reason and supporting examples.

Firstly,...

Also,....

Paragraph 3: State your second reason and supporting examples.

Secondly, because....

Paragraph 4: Give your conclusion and final comment.

In conclusion,...../To sum up,

Here is a sample of an opinion essay (agree or disagree)

You had a class discussion on space. Your teacher has now asked you to write an essay, giving your opinion on the following statement.

People will live on the moon

Write your **essay** in **120–180** words in an appropriate style.

I think that people will live on the Moon one day. *I believe* this will happen for two reasons.

First of all, our planet Earth is already overcrowded. *What's more*, the population is growing rapidly and in the future there will not be enough food and water for everyone. *Moreover*, we are making more and more pollution and we will have to find cleaner places to live.

Secondly, technology is developing all time. People have already flown to the Moon, and we can now send spaceships to some planets too.

In conclusion, I think that people will definitely live on the Moon in the future. *Perhaps*, just a few scientists will go at first, but sooner or later lots of people will go and live there.

A review**Tip 1****When writing a review make sure you:**

- choose a book, film, restaurant, cafe, etc. that you know well.
- give basic details in the first paragraph.
- use different paragraphs for each main idea.
- finish with a positive or negative recommendation.
- give your opinions and reasons for them.
- use a lively, catchy style to interest the reader.
- use a range of adjectives and adverbs.
- use the correct number of words.
- check your work and correct your mistakes.

1. Start by introducing the name of the film (book, etc).

- I saw the film..... last week.
- I have just finished reading.....
- One of my favourite books/films is.....

2. Make your opinion clear.

Use expressions like *I think ...*, *I don't think...*, *In my opinion...*, *I recommend....*, *I don't recommend...*

3. Catch the reader's attention.

Emphasize what you think by using intensifiers such as *absolutely*, *completely*, *really* or *very*.

4. Be concise.

Don't give too much information that will distract the reader from your opinion.

5. Use an informal style.

Use contractions and non-technical vocabulary.

Tip 2**Use the following questions to help you check your writing:**

- Have you given some information about the film or book?
- Is your opinion clear?
- Did you use the correct tenses?
- Is the spelling correct?

Here is a model of a review

Think of a book you have read after watching the film version. Write a review giving your opinion about the book.

Write your **review** in **120–180** words. Do not forget about the rules of writing.

I really got pleasure from the film version of *Gone with the Wind* starring Vivien Lee, but I thought the original novel by Margaret Mitchell was even better. This book is so well written, I didn't want it to be over.

The plot is catching right from the beginning. When we first meet the main character, Scarlett O'Hara, she is going to take part in some event and is being dressed by her servants. Her appearance and personality grab our attention at once! Over the course of the novel we gradually find out who Scarlett is, and follow her through a series of hardships and happy moments of her life.

As well as a highly original plot line, the novel includes a number of fascinating characters, especially her friends, parents and husband. I only have one negative moment: in my view, the novel is strong on action but weaker on description. However, this is a small drawback of an otherwise excellent book.

I would highly recommend *Gone with the Wind* to anyone who enjoys love stories. It's a stunning life story.

Useful language

Comparing and contrasting

... is even better than...

... is twice as good as...

In comparison with....

One of the strongest/weakest things about....

Describing a book/ a film/TV programme

... is set in...

The main character is...

The plot/dialogue/acting is...

Giving an opinion

What I really loved about... is...

To me, ... seemed...

...was... from start to finish.

A report

Tip 1

Think about who will be reading the report. Reports are usually written in formal language

Tip 2

You should and ought to make recommendations

Tip 3

The purpose of a report is to report facts, so you should not write about anything that is not related to the topic

Look carefully at what you have been asked to write about and research some information relating to the task.

A water pollution problem in my area

1. Plan your report in four paragraphs.

2. Paragraph 1: Introduction. Say what your report will be about.

- This report is going to be about...
- The purpose/aim of this report is...
- The report is intended to show.../ outline...
- In this report I will...

3. Paragraph 2: Give the reader some information about the problem.

Every year....

People...

Because of this....

4. Paragraph 3: Suggest some solutions.

If I were ...

I would suggest the following...

If I were in power...

5. Paragraph 4. Give your conclusion.

In conclusion,...

One thing is certain...

If all people..., the problems will....

The best solution....

I would strongly recommend....

Model report

Write a report about one of the problems in your country — 150–180 words.

Forest destruction in my country

Describe what the problem is and how it has affected people. Suggest possible solutions.

The purpose of this report is to suggest ways to prevent forest destruction in my country.

Every year thousands of trees are cut down in the forests in my area. This ruins the wildlife and wild animals lose food and natural

habitat. Last year large territories were devastated. This made people's life more difficult as the air became poor in oxygen and people did not have places to have picnics.

If I were the President, I would spend more money on waste recycling and reduction programs. If people knew how to recycle paper, carton and other kinds of waste, they could save trees and woods, the result would not be so sad. For example, if people saved forests, they could have ecologically friendly zones for themselves. In addition, wild animals would not become extinct if they had home.

In conclusion, we should do more to save forests and reduce the usage of paper and wood. If we do not do something of that kind soon, this problem will only get worse.

An article

Tips

When you write an article, make sure you:

- always read the task carefully and plan your writing before you begin.
- include an interesting catching title.
- use a lively, chatty, semiformal style.
- speak directly to your readers – don't sound too formal!
- give your own opinion.
- include descriptions, examples and stories to support your ideas.
- use colourful language, such as phrasal verbs, collocations and idioms.
- make sure that you answer all the points

Write an article about your favourite possession. Where did you buy it? When do you usually use it? Why do you like it so much?

1. Choose a favourite possession to write about. It doesn't need to be new or expensive.

camera CD DVD games a piece of clothes jewellery music player musical instrument sports equipment watch

2. Brainstorm adjectives and language to describe your possession. They are **brand new**.

It is **in good condition**.

It **weighs** 100 grams.

They're **made of** glass.

You can **use it for** wearing to the party.

3. Give your article a title.

Why I love my violin.

4. Organise your article in three paragraphs.

5. Paragraph 1: Describe your possession.

My favourite possession is my musical instrument – a violin. It is a present from my grandparents on my 10th birthday. I have played it a lot. It is still in a good condition. It is made of natural wood and the strings are made of horsehair.

6. Paragraph 2: Describe how you use your possession.

I always play the violin in the evening at home and when take part in the concerts. It's an exclusive item, that's why its sound is incredible and strong. It also helps me to win prizes in musical contests.

7. Paragraph 3: Describe how you feel about your possession.

My violin was very expensive and rare. It's dear to my heart as it was a present from my closest people. I love my violin and I would never play any other musical instrument!

You can make your descriptions more interesting and detailed if you use a variety of adjectives.

Remember: English has strict rules about the order of adjectives.

Adjective order:

size	weight	shape	colour	material	object
A big	heavy	cylinder	black	glass	box

Useful language

Addressing the reader

Have you ever...?

Can you imagine

I must tell you about...

You absolutely must...

I'm sure you'll agree...

You wouldn't believe...

Giving a personal response and strong opinion

- It seems to me...
- In my view...
- One thing I love...
- I'll never forget
- It's absolutely stunning/terrible..
- It took my breath away.
- I will never forget it.

Adding and developing ideas, giving examples

- For a start,...
- Secondly/thirdly/finally...
- Apart from that...
- I must also mention...
- On top of that...
- ...such as...
- ...particularly...
- ... like...

Model article**Kuala Lumpur: the best city in the world!**

My absolute favourite city in the world has to be Kuala Lumpur, in Malaysia. It has beautiful architecture, great shops, banks, restaurants, and lots to do and see. Have you ever been there?

The Indian town is full of picturesque historic buildings and sculptures of Buddha, while the centre of the city is busy day and night with colourfully illuminated fountains, skyscrapers and towers. And if this wasn't enough, the Penang island is less than an hour away, offering spectacular views that will take your breath away.

I studied at university just in Kuala Lumpur and I fell in love with it at once. For me, the city has a mixture of traditional charm and modern excitement that is completely unique. It seems that all people feel the same – Kuala Lumpur is now becoming a major tourist destination.

Kuala Lumpur may be not so noisy and expensive as New York, or as luxurious as Paris, but to its many lovers it's twice as fascinating, and always full of surprises. If you haven't seen it, you must visit it as soon as possible. You'll never forget it.

How to describe graphs, diagrams, charts and tables

- Study the task carefully.
- Study the tables. Draw a plan of your task: mention the key moments.
- You shouldn't express your own opinion, only rely on given facts.
- You shouldn't write long introductions and conclusions.
- Do not give examples from your private life, do not assess well or badly. Shortly, do not write the information that is not given on the graph, table or chart.
- You shouldn't explain the reasons of rise or fall of some events. It is not necessary.
- Do not copy the words from the task. Use synonyms. Remember, that the words from the task will not be counted. For example, if you wrote exactly 150 words, that is a minimum, and if you copied ten words from the task, that means you would lose 10 words and get a lower point. Generally, try to write 160–180 words.
- Pay great attention to grammar, mostly to the tenses. You have to use more often *Past Simple (if the details and data are given in the past)*, *Present Perfect (if you use the adverbs since or recently)*, *Past Perfect (with preposition by)*, etc.
- Do not describe every point in the graph separately (for example, what data is given for every year), generalize the data, mark tendencies, rises/falls and so on.
- Use official style and special vocabulary for diagram descriptions.
- Check your writing task: 1) have you reached the aim of the task, have you included the main information, 2) do not miss grammar, vocabulary and spelling mistakes.

A chart is a diagram that makes information easier to understand by showing how two or more sets of data are related.

- There are two common types of chart, a pie chart and a bar chart.
- They are also often called "graphs".

Useful language

The graph shows/illustrates/gives information/compares...
 The line graph clearly shows ...
 The chart is about

It may be concluded from the chart that.....

The bar chart deals with ...

As it is evident from the graph the X is twice as big as the Y.

The pie chart compares the ...

The graph presents data showing....

As can be seen from the chart, last year started on a positive note ...

The chart is divided into ... parts

According to the graph ...

There was a sharp fall during March

In mid April the prices started to rally strongly.....

As it may be seen from the chart

This was followed by.....

Over the last few months.....

Despite an overall increase, the ... figures were.....

Over the period from ... to ...

Verbs to describe increasing processes

increase	возрастание
to increase	увеличиваться
to grow	возрастать
to boom	быстро расти
to show / see an upward trend	показывать / наблюдать положительную динамику
to rise	подниматься
to go up	подниматься
to climb	вскарабкиваться
to strengthen	усиливаться
to recover	восстанавливаться

to take off	взлетать
to rocket	резко взлететь
to expand	увеличиваться в объеме
to improve	улучшиться
to double	удвоиться
to jump	подпрыгнуть

Verbs to describe decreasing processes

decrease	убывание
to drop	упасть, падать
to halve	сократиться вдвое
to crash	разбиться, рухнуть
to fall	упасть
to decline	сократиться, уменьшиться
to go down	идти на убыль, идти вниз
to decrease	снижаться, уменьшать
to weaken	ослабевать
to slide	скользить
to cut	урезать
to lower	снижать
to collapse	рухнуть, обрушиться
to slip back	вернуться, скатиться назад
to shrink	сократить
to plunge	погрузиться
to bottom out	упасть до нижнего предела
to reduce	сокращать

Adjectives

dramatic	резкий, разительный
considerable	значительный
enormous	огромный
swift	быстрый
steep	крутой, резкий
gradual	поступательный

moderate	умеренный
substantial	значительный
sudden	внезапный, резкий
temporary	временный
slow	медленный
slight	незначительный
steady	устойчивый
significant	значительный
rapid	быстрый
huge	огромный
marked	заметный

Vocabulary to describe fluctuations

to vary	варьировать
to stay the same	оставаться таким же
to stabilise	стабилизироваться
to fluctuate (around)	колебаться
to level out / off (at)	выравниваться
to be / remain flat	оставаться на прежнем уровне
to remain steady (at)	оставаться стабильным
do not change	не изменяться
to be unstable	быть нестабильным
to maintain at the same level	оставаться на том же уровне
to remain stable (at)	не изменяться

Model table description

The table illustrates the percentage of young people in Japan who went to University after school from 1960 to 2000. This overall trend was upward. During this period the percentage of boys who went to universities was larger.

In 1960 18% of Japanese school-leavers went to Universities. Among them the boys took 15% while the girls only 3%. After ten years the number of boys who continued their education at university increased to 25%. However, the number of girls was only 8%. In 1980 the number of school-leavers who went to Universities rose dramatically to 52%, 40% of boys and 12% of girls respectively.

But after a decade there was a fall. Although boys took 33%, girls took only 15%. In 2000 there was an increase again. 42% of boys and 25% of girls entered the universities respectively.

Model line graph description

The graph provides information about consumption and production of energy in the USA in a period of time between 1950 and 2000. It also gives predictions for the year 2025.

Overall, it can be seen that both consumption and production had a tendency to rise. In 1950, their level was 25 energy units. They reached almost 60 units after 25 years. Then there was a fluctuation and the level of consumption started to grow faster and reached almost 100 units in 2000, whereas US production reached only 65 units. In 1975 the USA started to import the energy.

In conclusion, it is predicted that energy consumption in the USA will continue to increase until 2025. It is expected that it will reach around 130 units in 2025 whereas the level of production will be only 76-77 units. Both consumption and production will grow but the level of consumption is projected to grow much faster in the future.

Model diagram description

The diagrams give information about changes in a small village and its environment in a period between 1974 and 2004. Overall, there were many serious changes in this 30-year period.

First of all, the number of people increased dramatically from 12,000 to 80,000. Besides, in 2004 the newly opened resort in the village also provided 50,000 beds for tourists.

Many new hotels, beaches, shopping centers, sport grounds, golf-courses, tennis courts were built and opened. A new road across the village have been built. Sheep and goats were taken away from the hills and instead new farms were created to provide the hotels with fresh fruit and vegetables. The local village houses were kept untouched but the harbor was replaced by comfortable beaches with all facilities. The small forest was cut down to give place to a new golf course.

In general, the village became a larger popular resort and a tourist attraction during the last 30 years.

Model chart description

The chart illustrates the number of teachers, men and women, in six different educational fields in Great Britain in 2010.

Generally speaking, the percentage of female teachers was much bigger in all the areas except university education. In 2010, almost all the teachers working with very young children, were women. At the same time, only a tiny minority of men worked in this area.

Interestingly, the percentage of female teachers was significantly bigger in secondary school – around 45%. However, the number of women in this field was around 55%. In college education men and women maintained the same level of 50% whereas among private tutors there were less than 45% of women and around 55% of men.

In university education system, the number of male lecturers was larger compared to the other fields. There were 70% of men and only one quarter of women.

To conclude, the percentage of men was bigger in high educational enterprises in comparison with women.

Quizzes and entertainment

CULTURE QUIZ

Circle the correct answer in each question

- The Head of the commonwealth is
 - Lord Chancellor
 - the British Queen
 - the British Prime Minister
- In Scotland, the name for New Year's Eve is
 - Haggis
 - Hogmanay
 - Eisteddfod
- Queen Elizabeth II became Queen in
 - 1952
 - 1968
 - 1956
- Who is a beefeater?
 - a Queen's guard
 - the oldest raven in the Tower of London
 - the Tower of London's yeomen warder
- Which member of the present Royal family once wrote a successful children's book?
 - Prince Philip
 - Prince Charles
 - Princess Anne
- Which day is not observed in Britain?
 - Mother's Day
 - St. Valentine's Day
 - Thanksgiving Day
- Which British monarch reigned for the longest period?
 - Elizabeth I
 - Henry VIII
 - Queen Victoria
- Where are the British monarchs crowned?
 - in St. Paul's Cathedral
 - in Buckingham Palace
 - in Westminster Abby

9. The US Congress consists of
 - a) one chamber
 - b) two chambers
 - c) no chambers
10. The most popular sport in Britain is
 - a) baseball
 - b) ice hockey
 - c) football

CULTURE QUIZ

1. What are the four capitals of the countries in the UK?
 - a) London, Dublin, Swansea, Glasgow
 - b) London, Dublin, Swansea, Aberdeen
 - c) London, Belfast, Cardiff, Edinburgh
 - d) London, Belfast, Liverpool, Edinburgh
2. When do the British people eat their Christmas dinner?
 - a) 1st January
 - b) 24th December
 - c) 25th December
 - d) 31st December
3. What is the British Royal Family's surname?
 - a) Windsor
 - b) Buckingham
 - c) York
 - d) Hannover
4. What is the capital of Canada?
 - a) Montreal
 - b) Toronto
 - c) Greenhill
 - d) Ottawa
5. What is "haggis" in Scotland?
 - a) Scottish meal
 - b) a big animal
 - c) a baby
 - d) a skirt

6. Where was Shakespeare born?
 - a) Stoke-on-Trend
 - b) Stratford-upon-Avon
 - c) Stonetown-on-Arrow
 - d) Stanstead
7. How many cities are there in London?
 - a) 1
 - b) 2
 - c) 3
 - d) 4
8. When do the Scottish celebrate "Hogmanay"?
 - a) 1st April
 - b) 1st January
 - c) 25th December
 - d) 31st December
9. Who was the second president of America?
 - a) Lincoln
 - b) Roosevelt
 - c) Jefferson
 - d) Adams
10. What do The British call "La Manche"?
 - a) the English Channel
 - b) the British Channel
 - c) the French Channel
 - d) the Marine Channel

MATCH THE DATES WITH THE EVENTS

1. 1492	A. Queen Victoria I died
2. 1901	B. Queen Elizabeth II came to the throne
3. 1994	C. Willam the Conqueror invaded Britain
4. 1066	D. William Shakespeare was born
5. 1918	E. The battle of Borodino took place
6. 1666	F. Queen Elizabeth II visited Russia
7. 1547	G. Columbus discovered America
8. 1564	H. Moscow became the capital of Russia again
9. 1952	I. The Great Fire of London took place
10. 1812	J. King Henry VIII died

WHAT DO YOU KNOW ABOUT THE USA?

1. Christopher Columbus discovered America in...
a) 1543 b) 1756 c) 1492 d) 1986
2. Christopher Columbus discovered....
a) South America
b) Central America
c) Asia
d) India
3. The first English settlements appeared in ...
a) the 15th century
b) the 19th century
c) the 18th century
d) the 16th century
4. The name of the ship with the first emigrants was called ...
a) Mary the beautiful
b) Mayflower
c) Spring flower
d) English Hope
5. The first colonists started the tradition of...
a) Halloween
b) Mother's Day
c) Thanksgiving Day
d) Independence Day
6. The first President of the USA was...
a) Clinton b) Bush c) Roosevelt d) Washington
7. The capital of the USA is..
a) Washington. D.C.
b) New York
c) Washington
d) San Francisco

8. The number of the first colonies was...
a) 21 b) 50 c) 13 d) 51
9. Jeans were clothes worn by...
a) the richest people
b) cowboys in the Wild West
c) all people around the world
d) actors only
10. The American flag is usually called...
a) Union Jack
b) the Wild Eagle
c) the Stars and Stripes
d) the Read Devil
11. There are stars on the American Flag
a) 15 b) 50 c) 13 d) 17
12. The official national symbol of the USA is...
a) the Statue of Liberty
b) the eagle
c) the turkey
d) Manhattan
13. Today there are states in the country.
a) 51 b) 50 c) 15 d) 49
14. Who is the president of the country now?
a) Obama
b) Churchill
c) Tramp
d) Lincoln
15. When do the Americans celebrate Independence Day?
a) in February
b) in June
c) in July
d) in March

CROSS-CULTURAL PAGE

1. What is the centre of London?
2. Where is the National Gallery situated?
3. What do you know about the British Museum?
4. Which is the largest park in London?
5. What is there in the middle of Trafalgar Square?
6. When did England become a great country?
7. When did William the Conqueror come to England from France? What do you know about him?
8. What do you know about the Tower of London? Who built the White Tower? Why?
9. When was the Great Fire of London?
10. What is the traditional British food?
11. Who is the Head of State in Britain?
12. Does the Queen rule the country?
13. What countries were included into the British Empire at the beginning of the 20th century?
14. Who does the real power in Britain belong to? How many houses are there in the British Parliament? What are they?

Complete the table

country	capital	nationality	language
Russia			
Great Britain			
France			
Poland			
Spain			
Italy			
China			
India			
Vietnam			
Canada			
The USA			
Egypt			
Australia			

Match these significant events from the British and American history with their dates

1	Roman army withdraws from Britain	A	1337
2	Act of Union unites Great Britain and Ireland	B	128
3	Henry VIII breaks with the Papacy	C	1215
4	The end of the War of the Roses	D	1066
5	Peasants' revolt in England	E	1997
6	Defeat of Spanish Armada	F	1973
7	The foundation of the National Gallery	G	1773
8	Accession of Elizabeth II	H	1558
9	Hundred Years War between England and France begins	I	1381
10	The Tower was built	J	1558
11	The Boston Tea Party	K	1982
12	American War for Independence starts	L	1487
13	Tony Blair became Prime Minister	M	409
14	Britain enters European Community	N	1801
15	Tower Bridge became a major tourist attraction	O	1753
16	Hadrian's Wall built	P	1952
17	Elizabeth I comes to the throne	Q	1534
18	The foundation of the British Museum	R	11 th century
19	King John signs Magna Carta	S	1824
20	William the Conqueror defeats Harold and takes a throne	T	1775

Match the proverbs with their Russian equivalents

1. Business before pleasure.	a. Время – лучший лекарь.
2. Fortune favours the brave.	b. Нет дыма без огня.
3. There is no smoke without fire.	c. Поспешишь – людей на- смешишь.
4. Neither fish nor flesh.	d. Делу время, потехе час.

5. Time is the great healer.	e. Запретный плод сладок.
6. Out of sight, out of mind.	f. Ни рыба ни мясо.
7. A silent fool is counted wise.	g. О вкусах не спорят.
8. Fool's haste is no speed.	h. Смелым сопутствует удача.
9. Forbidden fruit is sweet.	i. Молчи – за умного сойдешь
10. Tastes differ.	j. С глаз долой – из сердца вон.

**What new word will you get (A-K)
if you mix these ones (1-11)?**

1	fast and slow	A	moderate
2	left and right	B	grey
3	young and old	C	middle-of-the-road
4	good and bad	D	moderate
5	easy and hard	E	middle
6	black and white	F	middle
7	happy and sad	G	medium
8	loud and quiet	H	middle aged
9	near and far	I	center
10	up and down	J	content, neutral
11	large and small	K	moderate

How well do you know Great Britain?

- How do they call the guards in the *Tower of London*?
 - beefeaters
 - Castle Guards
 - Security Guards
 - Tower Guards
- How much is *a quid*?
 - 100 Pound Sterling
 - 1000 pennies
 - 100 US Dollars
 - one Pound Sterling

3. When is *St. Patrick's Day* celebrated in Ireland?

- 17 March
- 1 April
- 31 October
- 5 November

4. What is the person's name who invented the *sandwich*?

- Earl of Sandwich
- George Washington
- King Henry VIII
- Queen Victoria

5. What statue is on the top of the column on *Trafalgar Square* in London?

- Admiral Nelson
- King George VI
- Queen Victoria
- Winston Churchill

6. What is the capital of the *Republic of Ireland*?

- Edinburgh
- Cardiff
- Dublin
- London

7. Whom do they commemorate on *5th November*?

- Guy Fawkes Night
- Halloween
- Notting Hill Carnival
- St. Patrick's Day

8. Who built the *Tower of London*?

- Henry VIII
- Maria Stuart
- Oliver Cromwell
- William the Conqueror

9. Which island is located between England and Ireland?

- Isle of Man
- Isle of Woman

- c) Isle of Wight
- d) Shetland Islands

10. What is the symbol of *Scotland*?

- a) daffodil
- b) red rose
- c) shamrock
- d) thistle

11. Where is lake *Loch Ness* situated?

- a) England
- b) Ireland
- c) Scotland
- d) Wales

12. What is the longest river in Great Britain?

- a) Great River
- b) the Severn
- c) The Thames
- d) the Aberdeen

13. Where is *Hyde Park* located?

- a) Glasgow
- b) London
- c) Liverpool
- d) Manchester

14. What is the name of a famous shopping street in *London*?

- a) green Street
- b) Downhill Street
- c) Oxford Street
- в) Wall Street

15. What is the highest mountain in the *United Kingdom*?

- a) Ben Old
- b) Ben Nevis
- c) Green Hill
- d) Slowdown

Quiz

1. What are the young of frogs and toads called?
2. Which jet-black bird has lived in the Tower of London for centuries?
3. What is the name of the football stadium where England play home matches and the FA and Capital One Cup Finals are also played?

4. Which British rower won gold medals at five consecutive Olympic games?
5. From what country does Lego come?
6. What is the name of Manchester United's home ground?
7. How many holes are there on a standard golf course?
8. What is the name of the Australian throwing stick that can return to its thrower?
9. Which breakfast cereal is advertised with the slogan "Snap, crackle and pop"?
10. How many players are there in a rugby union team (not including substitutes)?
11. What is the most expensive property on a standard British monopoly board?
12. How many players are there in a baseball team?

British or American English?

1. Math is my favourite subject at school. _____
2. Have you seen father's new truck? _____
3. Mr Barrister, our caretaker, found my wallet. _____
4. I've passed this test. So I'll get my driving licence very soon. _____
5. The passerby told me to get off the Underground at Victoria Station. _____
6. Would you like some other vanilla biscuit? _____
7. We've just stopped at the gas station. _____
8. The car couldn't move because of a flat tire. _____
9. Why don't we take the tram? _____
10. Polly is our new neighbor. _____

From the history of Great Britain

1. When did Her Majesty Queen Elizabeth II visit Russia? Was it her first visit?
2. What is the relationship between the Romanovs tsars and the Windsors?
3. What is James Barrie famous for?

Match these idioms with the meanings explaining them

1. Has the cat got your tongue?	A. To tell people a secret
2. A fat cat	B. In a nervous and excited way
3. While the cat is away the mice will play	C. Fighting badly
4. To let the cat out of the bag	D. Somebody rich and powerful
5. Put the cat among the pigeons	E. When their boss is away people behave very badly
6. Like cat and dog	F. Lost your tongue?
7. Like the cat that got the cream	G. Very pleased about something
8. Like a cat on hot bricks	H. To do something that makes people angry

Try to answer these questions

1. Can you make up a sentence containing all the 26 letters of the English alphabet?
2. Can you find the rhyming word to the word "orange"?

Match the idioms with their translation

1. to pull somebody's leg	A. гневно взглянуть
2. to push someone to the wall	B. разорвать на куски
3. to give a black look	C. припереть к стенке
4. to pull to pieces	D. струсить
5. to be yellow	E. искушать судьбу
6. to pull oneself together	F. прокладывать дорогу
7. once in a blue moon	G. дорогой, но бесполезный подарок
8. to be like a red rag to a bull	H. дурачить кого-либо
9. to pull a face	I. собраться с духом
10. to push ones' way	J. гримасничать
11. to be a white elephant	K. быть в плохом настроении, грустить
12. to push one's luck	L. действовать на кого-либо, как красная тряпка на быка

13. to be (feel) blue	M. очень редко
-----------------------	----------------

Match the two parts of these proverbs

1. Do to the others...	A. make summer
2. Make hay..	B. make a right
3. Well begun...	C. while the sun shines
4. Two wrongs don't...	D. as you would like them to do you
5. One swallow doesn't...	E. is half done

Where were these things invented?
You don't need to choose two countries, they're extra.

1. Ballpoint pens	A. in Japan
2. The first television	B. in Britain
3. Coca-Cola	C. in China
4. The first car	D. in Hungary
5. The first Walkman	E. in the USA
6. The first Levis	F. in Germany

Read the information below and complete the table.
Who lives in which house? Who does what?

Four men (Mr Green, Mr Grey, Mr Adams and Mr Davidson) live in houses 5-8 in the same street.

Each of them has a job: one is a businessman, one is a tutor, one is a bus-driver and one is a firefighter.

Each man speaks one foreign language: Russian, Spanish, Chinese and German.

Each man has a hobby: travelling, skiing, collecting badges or playing the trumpet.

Now answer these questions:

	1	2	3	4
name				
job				
hobby				
language				

1. The businessman lives next door to the bus-driver.
2. The man who lives at number 5 speaks Spanish.
3. The man who lives between the tutor and the businessman goes skiing.
4. Mr Adams goes skiing with a Chinese friend. His friend does not speak any foreign languages.
5. The tutor hates trumpets.
6. Mr Green speaks Russian and lives next door to the Spanish speaker.
7. Mr Davidson doesn't speak Spanish. The business man speaks Russian and collects badges.

Match the phrases in English with their Russian equivalents

to get dressed	a) не обращать внимания
to take someone ages	b) черный как смоль
to shriek with laughter	c) стать последней каплей, добить
to put the lid on smth	d) визжать от смеха
jet-black	e) требовать много времени
brand-new	f) одеться
to lose one's nerve	g) оробеть, струсить
to take notice of	h) совершенно новый, с иголки

Granny's puzzle

Read and complete the table

I have got four granddaughters: Sveta, Liz, Kate and Betty. They all are bright and attractive girls, but rather lazy and stubborn. Each of them has household chores, but they hardly ever carry them out perfectly. Sveta's duty is washing up. I don't remember now who does shopping, but I know it's the girl who teases everybody. The girl who prepares breakfast is not Kate, the girl who doesn't remember anything is not Liz, and Sveta is not a sleepyhead. Betty doesn't go to the shops, and she always comes home early. Kate doesn't make fun of everybody. Liz doesn't like to walk the pet. And the girl who makes breakfast doesn't like to sleep a lot, either. What does each of them do?

Name	Washing up	Shop-ping	Cooking	Walking the dog	Comes home late	Makes fun of everybody	Forgets every-thing	Is a sleepy-head
Sveta								
Kate								
Liz								
Betty								

Match the first part of the proverbs with their endings

- | | |
|--------------------------------|--------------------------------|
| 1. Promise little | A. before you've caught it. |
| 2. While there is life, | B. better than riches. |
| 3. A bird in the hand is worth | C. but do much. |
| 4. Honey is sweet, | D. and I'll scratch yours. |
| 5. Don't sell the bear's skin | E. two in the bush. |
| 6. It is no use crying | F. until trouble troubles you. |
| 7. Scratch my back | G. the sun shines. |
| 8. Don't trouble trouble | H. there is hope. |
| 9. Make hay while | I. over spilt milk. |
| 10. A good name is | J. but the bee stings. |

Again some questions from the history of English-speaking countries

1. What was the original colour of the White House? Why was it painted white?
2. What was the first name of London?
3. Who founded London?
4. Who is the head of church of England?
5. What is the nickname of Welshmen?
6. The English Channel stands for...
7. What group of language does Scottish belong to?
8. The national bird of the UK is....
9. When do the Americans celebrate Independence Day?
10. The Strait of Dover stands for...

Rules for introduction

Answer these questions:

1. When you introduce two boys to each other, whose name you say first?
2. When you introduce two girls to each other, whose name you say first?
3. When you introduce a boy and a girl to each other, whose name you say first?
4. When you introduce a boy and a girl and an older person to each other, whose name you say first?
5. When you introduce a woman and a man to each other, whose name you say first?
6. When you introduce a woman to another woman, or a man to another man, whose name you say first? And if they are nearly the same age?

Do you see any difference?

1. In which case was Ben trying to cash on his father's prominence?
 - a. Ben flouted his father's authority
 - b. Ben flaunted his father's authority
2. In which case has the dog the upper paw?
 - a. A clever dog knows its master.
 - b. A clever dog knows – it's master.
3. Who will be able to claim a deduction for charitable contributions?
 - a. She has done good with the money she inherited.
 - b. She has done well with the money she inherited.
4. Which did the doctor order?
 - a. A large glass of wine at this time may affect his recovery.
 - b. A large glass of wine at this time may effect his recovery.
5. Which might be grounds for divorce?
 - a. My husband likes football better than I.
 - b. My husband likes football better than me.

6. Which dog is definitely not a bloodhound?
 - a. The dog smells bad.
 - b. The dog smells badly.
7. Which judge seems also to be a philanthropist?
 - a. Having paid my parking fine, the judge dismissed me with a reprimand.
 - b. Having paid my parking fine, I was dismissed by the judge with a reprimand.
8. To which question, asked by David Susskind of a panel of photographers, was one of them justified in answering, "She's a lousy photographer"?
 - a. What do you think of Jane Great as a photographer?
 - b. As a photographer, what do you think of Jane Great?

Solve the puzzle

A poor man once owed a lot of money to a money-lender. The poor man had a beautiful daughter and the money-lender wanted to marry her.

He therefore suggested the following. He would put one black pebble and one white pebble into a bag. The poor man's daughter would then choose one of the pebbles. If she chose the black, she would become his wife and the debt would be cancelled. If, however, she chose the white, the debt would be cancelled and she could stay with her father. The man and his daughter had no choice, so they agreed.

As the money-lender put the pebbles in the bag, the girl suddenly noticed that he had chosen two black ones. The money-lender looked up, held out the bag and asked her to choose a pebble.

What would the girl do not to marry the man?

Put do or make

.....the ironing	.....the washing	....an excuse	.... harm
.... a difference	.....an effort	business with	.... the laundry
	.....a dress	smb	.... one's best
	..... a mess	.... the room	...one's hair/nails
	..... a mistake		... a profit

.... an enquiry	..... money	....good (at maths)	....a promise
..... the sights	..... a noise	..... time	... a remark
.....the subject	.....arrangements	.....friends	.. housework
.....a fortune	.....a choice	.... a fuss	... one's job
.....a suggestion	..... a favor	.....a journey	...homework
.....one's bed	.....breakfast/ lunch/dinner	.... a call	... a plan
.... the city	..... money	.... the dishes	... a point
.... a cup of tea		.....a comment	....a sound
.... food		.... a speech	
...a decision			

Which of these authors wrote these books?

1. J. London	A. The Songs of Experience
2. J. Galsworthy	B. The Mill on the Floss
3. A. Christie	C. The Birthday Party
4. W. Blake	D. Much Ado about Nothing
5. G. Eliot	E. The Murder of Roger Acroyd
6. H. Pinter	F. The Canterbury Tales
7. W. Shakespeare	G. White Fang
8. G. Chaucer	H. A Modern Comedy

Questions for advanced students

**“A little knowledge is a dangerous thing”
(proverb)**

1. What is Britain's newest national park?
2. What kind of tree is known as May tree?
3. Which river does the longest railway tunnel wholly within Britain pass under?
4. What is the only English county name which contains five consonants in a row?

5. Where in Scotland is it said to be so windy that “when the wind drops everyone falls over”?
6. What was the British car to sell a million?
7. Name the English castle where Richard III was born in 1452 and where Mary, Queen of Scots was beheaded in 1587?
8. Which is Britain's busiest railway station, in terms of trains passing through?
9. How many letters are there in the following name?
Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogoch
10. Which queen sank in Hong Kong in 1975?
11. What is the most common adjective in the Oxford English Dictionary?
12. What was the first make of car to be manufactures at Longbridge in Birmingham?
13. How many English kings have been called Edward?
14. What is the most commonly used letter in the English language?
15. James IV was the last Scottish king to die in battle. At which battle did he die?
16. What is the highest point in Britain?
17. What is the highest point in Wales?
18. What is the highest point in England?
19. What is the biggest English Island?
20. What is the largest natural lake in mainland Britain, by surface area?
21. What mountain village is the coldest place in Britain?
22. Which was the only one of Henry VIII's wives to outlive him?
23. Which British monarch enjoyed the longest reign of any British monarch?
24. Which British monarch is the longest living?
25. Which British monarch was known as the “sailor king”?
26. Which British monarch was the shortest king in height?
27. Which British monarch died as a result of his horse stumbling over a molehill?
28. Which Prime Minister was the richest ever prime minister?
29. Which prime minister was known as the Iron Lady?
30. Which prime minister was the only to have a type of footwear named after him?
31. Which football team is named the “Tractor Boys”?
32. Which was the first British football team to win the European Cup?

33. Who was the first person to swim the English Channel, in 1875?
34. Who was England's first professional female novelist and spy, and author of Oroonoko?
35. Who wrote Three Men in a Boat?
36. What is the earliest public record of England that exists?
37. Who built the first world's colour television?
38. Who was the first Englishman, and the youngest person ever to win a Nobel Prize for Literature?
39. What was the first capital of England?
40. What was the first capital of Roman Britain?
41. Which Sherlock Holmes story is set in Dartmoor?
42. Name the captain of Mayflower, born in Harwich in 1565?
43. Who was the last woman to be hanged in Britain?
44. When is the Queen's birthday?
45. When is the Queen's birthday parade?
46. When is Notting Hill Carnival held in London?
47. What is William Turner famous for?
48. What is James Cook famous for?
49. What do the British celebrate on August 4th ?
50. What do the following abbreviations stand for?

- a) PM
- b) AIDS
- c) BBC
- d) BC
- e) UK
- f) AD
- g) C of E
- h) p.m.
- i) a.m.
- j) UFO
- k) BA
- l) RN
- m) GMT
- n) mph
- o) SOS
- p) RAF
- q) MP
- r) VIP

**Complete the following lines of poetry.
Who wrote them?**

1. If I should die only this
of me,
That there's some corner of a
foreign field..... (5 words)
2. They shall grow not old... (7 words)
3. What is this life if,
full of care ... (8 words)
4. In Xanadu did Kubla Khan... (5 words)
5. None but the brave.... (3 words)
6. The curfew tolls the knell of parting day
The lowing herd wind slowly o'er the lea
The ploughman... (5 words)
7. I wandered lonely as a cloud
That floats on high o'er vales
and hills
When all at once I saw a crowd..... (5 words)
8. Under the Bludgeonings of
chance
My head is ... (3 words)
9. There's a breathless hush... (4 words)
10. How do I love thee?... (5 words)

Answers

CULTURE QUIZ

1b 2b 3a 4c 5b 6c 7c 8c 9b 10c

Culture quiz

1c 2c 3a 4d 5a 6b 7b 8d 9d 10a

Match the dates with the events

1G 2A 3F 4C 5H 6I 7J 8D 9B 10E

What do you know about the USA?

1c 2b 3c 4b 5c 6d 7a 8c 9b 10c 11b 12b 13b 14a 15c

Cross-cultural page

country	capital	nationality	language
Russia	Moscow	Russian	Russian
Great Britain	London	English	English
France	Paris	French	French
Poland	Warsaw	Polish	Polish
Spain	Madrid	Spanish	Spanish
Italy	Rome	Italian	Italian
China	Beijing	Chinese	Chinese
India	Delhi	Indian	Hindi
Vietnam	Hanoi	Vietnamese	Vietnamese
Canada	Ottawa	Canadian	English, French
The USA	Washington, DC	American	English
Egypt	Cairo	Egyptian	Arabic
Australia	Canberra	Australian	English

Match these significant events from the British and American history with their dates

1. M; 2. N; 3. Q; 4. L; 5. I; 6. J; 7. S; 8. P; 9. A; 10. R; 11. G; 12. T; 13. E; 14. F; 15. K; 16. B; 17. H; 18. O; 19. C; 20. D

Match the proverbs with their Russian equivalents

1. d; 2. h; 3. b; 4. f; 5. a; 6. j; 7. i; 8. c; 9. e; 10. g

What new word will you get (A-K) if you mix these ones (1-11)?

1. D; 2. I; 3. H; 4. C; 5. K; 6. B; 7. J; 8. A; 9. E; 10. F; 11. G

How well do you know Great Britain?

1. a; 2. d; 3. a; 4. a; 5. a; 6. c; 7. a; 8. d; 9. a; 10. d; 11. c; 12. b; 13. b; 14. c; 15. b

Quiz

1) Tadpoles; 2) The raven; 3) Wembley; 4) Sir Steve Redgrave; 5) Denmark; 6) Old Trafford; 7) 18; 8) Boomerang; 9) Rice Krispies; 8) 15; 9) Mayfair; 10) Nine; 11) Mayfair; 12) Nine

British or American English?

1. Br; 2. Am; 3. Br; 4. Br; 5. Br; 6. Br; 7. Am; 8. Am; 9. Br; 10. Am.

From the history of Great Britain

1. in October 1994. Yes, it was.
2. Tsar Nicolay II was a cousin of the Queens grandfather. His wife, Alexandra grew up at the court of her grandmother Queen Victoria.
3. The author of Peter Pan.

Match these idioms with the meanings explaining them

1. F; 2. D; 3. E; 4. A; 5. H; 6. C; 7. G; 8. B.

Try to answer these questions:

1. Pack my box with five dozen liquor jugs
2. no word

Match the idioms with their translation

1. H; 2. C; 3. A; 4. B; 5. D; 6. I; 7. M; 8. L; 9. J; 10. F; 11. G; 12. E; 13. K.

Match the two parts of these proverbs

1. D; 2. C; 3. E; 4. B; 5. A.

Where were these things invented? You don't need to choose two countries, they're extra.

1. D; 2. E; 3. E; 4. F; 5. A; 6. E

Read the information below and complete the table. Who lives in which house?

Who does what?

	1	2	3	4
name	Davidson	Adams	Green	Grey
job	tutor	bus driver	businessman	firefighter
hobby	travelling	skiing	badges	trumpet
language	German	Chinese	Russian	Spanish

Granny's puzzle

Name	Washing up	Shop-ping	Cooking	Walking the dog	Comes home late	Makes fun of everybody	Forgets every-thing	Is a sleepy-head
Sveta	+	----	-----	-----	+	-----	-----	-----
Kate				+				+
Liz		+				+		
Betty			+				+	

Match the first part of the proverbs with their endings

1. C; 2. H; 3. E; 4. J; 5. A; 6. I; 7. D; 8. F; 9. G; 10. B

Again some questions from the history of English-speaking countries

- grey, was painted white in 1814 because of the fire; 2. Londinium; 3. Julius Caesar;
- the Queen; 5. Taffy; 6. La Manche; 7. Gaelic; 8. Robin Redbreast; 9. July 4th;
- Pas de Calais

Rules for introduction

- any name; 2. any name; 3. the girl's name; 4. the older person's name;
- the woman's name; 6. the older person's name. Any name

Do you see any difference?

- b; 2. b; 3. a; 4. b; 5. b; 6. b; 7. a; 8. a

Solve the puzzle

The girl should take the pebble out of his bag. She should drop it and lose it. She should then apologize and say that the one in the bag must be the opposite colour to the one she took.

Put do or make

do	make
to do the ironing	make an enquiry
to do the laundry	make an excuse
to do the washing	make a fortune
to do homework	make friends
to do housework	make a fuss
to do one's job	make a journey
to do business with smb	make a mess
to do the dishes	make a mistake
to do a favor	make money
to do good (at maths)	make a noise
to do harm	make a call
to do time	make a plan
to do one's best	make a point
to do one's hair/nails	make a profit
to do the city	make a promise
to do the sights	make a remark
to do the room	make a sound
to do the subject	make a speech
	make a suggestion
	make one's bed
	make arrangements
	make a choice
	make a comment
	make a decision
	make a difference
	make an effort
	to make a dress
	to make a cup of tea
	to make food
	to make breakfast/lunch
	to make money

Which of these authors wrote these books?

- G; 2. H; 3. E; 4. A; 5. B; 6. C; 7. D; 8. F

Questions for advanced students

- South Downs National Park; 2. Hawthorn Tree; 3. River Severn
- Derbyshire; 5. Orkney; 6. Morris Minor; 7. Fotheringay Castle, Nortants;
- Clapham Junction; 9. 58; 10. Queen Elizabeth I; 11. Good; 12. Austin;
- 11 (eleven); 14. E; 15. Flodden; 16. Ben Nevis; 17. Mount Showdown;
- Scafell Pike; 19. Isle of Wight; 20. Loch Lomond; 21. Braemar, Aberdeenshire
- Catherine Parr; 23. Queen Victoria; 24. Elizabeth II; 25. William IV;
- Charles I; 27. William III; 28. Alexander III; 29. Margaret Thatcher;
- The Duke of Wellington; 31. Ipswich; 32. Glasgow Celtic; 33. Matthew Webb;
- Aphra Behn; 35. Jerome K. Jerome; 36. Domesday Book; 37. John Logier Baird;
- Rudyard Kipling; 39. Winchester; 40. Colchester; 41. Hound of the Baskervilles;
- Christopher Jones; 43. Ruth Ellis; 44. 21st April; 45. June 2nd ;
- August; 47. a famous British painter; 48. a famous English discoverer and traveler; 49. The Queen's Mother's birthday; 50. a) Prime Minister, b) Acquired Immune Deficiency Syndrome, c) British Broadcasting Corporation, d) Before Christ; e) United Kingdom; f) Anno Domini; g) Church of England; h) post meridiem; i) ante meridiem; j) unidentified flying object; k) British Airways; l) Royal Navy; m) Greenwich Mean Time; n) miles per hour; o) Save Our Souls; p) Royal Air Force; q) Member of Parliament; r) very important person.

Complete the following lines of poetry. Who wrote them?

- "... That is forever England" (Rupert Brooke)
- "...as we that are left grow old" (Laurence Binyon)
- "... We have no time to stand and stare" (W.H. Davies)
- "... A stately pleasure-dome decree" (Samuel Taylor Coleridge)
- "... deserves the fair" (John Dryden)
- "...homeward plods his weary way" (Thomas Grey)
- "... A host of golden daffodils" (William Wordsworth)
- ".. bloody, but unbowed" (W. E. Henley)
- "...in the close tonight" (Sir Henry Newbolt)
- "...Let me count the ways" (Elizabeth Barrett Browning)

Приложение

Kings and Queens of England (before 1603) and the United Kingdom (since 1603)

Name	Date	House or originality
Alfred the Great	871–879	Anglo-Saxon and Danish
Edward the Elder	899–925	
Athelstan	925–939	
Edmund	939–946	
Edred	946–955	
Eadwig	955–959	
Edgar	959–975	
Edward the Martyr	975–978	
Ethelred Unraed	978–1016	
Edmund Ironside	1016	
Cnut	1016–1035	
Harold I	1035–1040	
Harthacanute	1040–1042	
Edward the Confessor	1042–1066	
Harold II	1066	
William I	1066–1087	Norman
William II	1087–1100	
Henry I	1100–1135	
Stephen	1135–1154	
Henry II	1154–1189	Anjou-Plantagenet
Richard I	1189–1199	
John	1199–1216	
Henry III	1216–1272	
Edward I	1272–1307	
Edward II	1307–1327	
Edward III	1327–1377	
Richard II	1377–1399	Lancaster
Henry IV	1399–1413	
Henry V	1413–1422	
Henry VI	1422–1461	
Edward IV	1461–70/1471–83	York
Edward V	1483	
Richard III	1483–1485	

Name	Date	House or originality
Henry VII	1485–1509	Tudor
Henry VIII	1509–1547	
Edward VI	1547–1553	
Mary I	1553–1558	
Elizabeth I	1558–1603	
James I	1603–1625	Stuart
Charles I	1625–1649	
Commonwealth and protectorate (1649–1659)		
Oliver Cromwell	1653–1658	Lord Protector
Richard Cromwell	1658–1659	Lord Protector
Charles II	1649–1685	Stuart (restored)
James II	1685–1688	
William III	1689–1694	
Mary II		
William III	1694–1702	
Anne	1702–1714	
George I	1714–1727	Hannover
George II	1727–1760	
George III	1760–1820	
George IV	1820–1830	
William IV	1830–1837	
Victoria	1837–1901	
Edward VII	1901–1910	Saxe-Coburg
George V	1910–1936	Windsor
Edward VIII	1936	
George VI	1936–1952	
Elizabeth II	1952– present	

Некоторые отличия формальной и неформальной лексики

Глаголы

Informal	Formal	Translation
ask for	enquire	просить, запрашивать
bring out	cause	быть причиной
check	verify	проверять
deal with	handle	иметь дело с чем-либо
find out	discover	выяснять
fix	repair	ремонттировать

Informal	Formal	Translation
get	receive	получать
get in touch with	contact	связываться
give	provide	давать, обеспечивать
go down	decrease	уменьшаться
go up	increase	увеличиваться
have	possess	иметь
leave out	omit	оставлять, упускать
let	permit	разрешать
need	require	нуждаться
ring up	call	звонить
say sorry	apologize	извиняться
seem	appear	казаться
set up	establish	устанавливать
show	demonstrate	показывать
tell	inform	информировать

Существительные

Informal	Formal	Translation
boss	employer	начальник
chance	opportunity	возможность
help	assistance	помощь
job	occupation	работа
money	funds	средства
old people	senior citizens	пожилые люди
place	location	место
quarrel	debate	спор
way	manner	способ
workmate	colleague	коллега

Remember these abbreviations people use in modern English in messages

BRB — be right back
 AKA also know as
 BTW — by the way (кстати)
 TU (thank you)
 YW (you're welcome)
 AGM (annual general meeting)
 DIY (do it yourself)
 TIA — thanks in advance

WRT — with respect to
 UFO — Unidentified/Unknown Flying Object
 BP — blood pressure
 VIP — very important person

WW служит сокращением от World War (Мировая война)
 T2UL — talk to you later
 ASAP — as soon as possible

Remember these abbreviations:

S — юг (South)
 N — север (North)
 W — запад (West)
 E — восток (East)
 SW — юго-запад (Southwest)
 NE — северо-восток (Northeast)
 SE — юго-восток (Southeast)
 NW — северо-запад (Northwest)
 BBC — БиБиСи (British Broadcasting Corporation)
 EU — ЕС — Европейский союз (European Union)
 NASA — НАСА (National Aeronautics and Space Administration)
 IRS — Служба по внутреннему налогообложению (International Revenue Service)
 NATO — НАТО (North Atlantic Treaty Organization)
 WHO — ВОЗ — Всемирная организация здравоохранения (World Health Organization)
 UNICEF — ЮНИСЕФ (United Nations Children's Fund)
 UNO (United Nations Organization)

Modern abbreviations in English

a.m. — до полудня (ante meridiem)
 a/c (acct.) — счет (account)
 a/c — кондиционер (air conditioning)
 AC — переменный ток (alternating current)
 AD — год нашей эры (Anno Domini)
 approx. — примерно (approximately)
 Ave. — проспект (avenue)
 B&B (B+B) — пансион (Bed and Breakfast)
 BC — до нашей эры (Before Christ)
 Bros. — братья (brothers)
 c/o — вниманию кого-либо (care of)
 CCTV — система промышленного телевидения (closed-circuit television)

CET — центральное европейское время (Central European Time)
 cf. — сравните (confer (лат.))
 CNN — Си-Эн-Эн (Cable News Network)
 COD — наложенный платеж (cash/collection on delivery)
 CST — центральное поясное время (Central Standard Time)
 CV — автобиография (curriculum vitae)
 DIY — сделай сам (do-it-yourself)
 e.g. — например (exempli gratia)
 encl. — приложение (enclosed)
 etc. — и т.д. (et cetera (лат.))
 FAQ — ЧАВО (Frequently Asked Questions)
 fig. — цифра (figure)
 GMT — среднее время по Гринвичу (Greenwich Mean Time)
 GPS — глобальная система местопределения (Global Positioning System)
 HP — лошадиные силы (horsepower)
 h&c — горячая и холодная вода (hot and cold)
 i.e. — то есть (id est (лат.))
 Ltd — закрытая акционерная компания (Limited)
 Mph — миль в час (miles per hour)
 No — номер (number)
 p.a. — ежегодно (per annum)
 p.m. — после полудня (post meridiem)
 pp — страницы (pages)
 Rd — дорога (road)
 Sq. — площадь (square)
 St. — улица, штат, святой (street, state, Saint)

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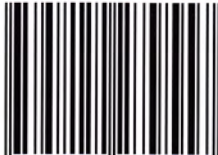


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В книге представлены олимпиадные тестовые задания с ответами по английскому языку для учащихся 7-11 классов. Предлагаемый автором комплексный материал, нацеленный на выявление и улучшение уровня фонетических, грамматических, лексических познаний, поможет педагогу успешно подготовить школьников старших классов к олимпиадам различного уровня, послужит стимулом развития творческих способностей и познавательного интереса к изучаемому предмету. Книга будет полезна и педагогам, и учащимся старших классов.

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