

Ю. В. Маслов, М. Е. Маслова, Е. В. Якименко

# Текстовый тренажер

## по английскому языку

ГОТОВИМСЯ  
К ЦЕНТРАЛИЗОВАННОМУ  
ТЕСТИРОВАНИЮ



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# ТЕКСТОВЫЙ ТРЕНАЖЕР ПО АНГЛИЙСКОМУ ЯЗЫКУ

Готовимся к централизованному тестированию

Минск  
«ТетраСистемс»



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М31

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Пособие содержит оригинальные тексты с заданиями, разработанными в формате централизованного тестирования. Тренировочные задания обеспечивают усвоение навыков работы с текстами разного жанра и различными типами заданий к ним. Пособие ориентировано на самостоятельную работу учащихся при подготовке к централизованному тестированию.

Адресуется поступающим в вузы, а также учащимся старших классов общеобразовательных школ, гимназий и лицеев.

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## ПРЕДИСЛОВИЕ

Цель данного пособия — подготовка учащихся общеобразовательных школ к централизованному тестированию в той его части, которая вызывает значительные затруднения у многих выпускников. Речь идет о заданиях на проверку умения понимать англоязычные тексты разного содержания и жанра.

Все представленные в пособии тексты снабжены заданиями, которые разработаны с учетом последних изменений, имевших место в содержании централизованного теста по английскому языку.

Каждая из трех частей данного пособия содержит 24 текстов, причем каждая серия текстов снабжена однотипными заданиями. В первой части все задания (по два на каждый текст) направлены на развитие умений правильной комплектации текста, что традиционно представляет собой достаточно сложный вид работы. Проработка второй части пособия позволит пользователю получить обширную практику в выполнении теста по чтению в привычном «стандартном» формате. Тесты второй части содержат три вида заданий. В третьей части пособия представлены еще два варианта заданий. По мнению авторов, их безошибочное выполнение может свидетельствовать о высоком уровне понимания текста.

Таким образом, в ходе работы над всеми текстами пользователь получает практику в выполнении семи видов заданий, что может служить гарантией успеха при выполнении заданий централизованного теста.

Все тексты являются аутентичными и достаточно интересными. Ряд текстов касается проблем, отражающих реалии жизни в Республике Беларусь. Это означает, что при грамотной организации иноязычного общения на уроке материал пособия может быть использован в качестве эффективного средства совершенствования коммуникативной компетенции учащихся. Наличие ключей позволяет использовать пособие в режиме самоконтроля, а все возникающие вопросы решать с помощью учителя.

Предлагаемый материал может быть успешно использован также для промежуточного и итогового контроля. Поскольку задания каждой серии практически идентичны по уровню трудности, улучшение результатов может означать несомненный прогресс.

Хочется пожелать пользователям данного пособия — учащимся старших классов школ — успехов в выполнении предложенных заданий. Желаем вам успеха на централизованном тестировании.



## Part 1

### Text 1

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Isn't it fun to go for a ride in the rain? To hear the patter of raindrops on the roof of the car and to watch the windshield wipers swing back and forth? Have you ever wondered who invented those handy wipers?

Well, I hadn't either, but Martha J. Beckman recently wrote and said that it was Mary Anderson who invented them way back in 1902. One day Mary was visiting relatives in New York City, where she had her first ride in a trolley car, in the rain. (1) ...

When Mary returned home to Alabama, she kept thinking about that ride and came up with the idea of a moving arm that would clean the outside of the windshield, but work from the inside of the car. (2) ... Mary's window-cleaning device had to be operated by hand, but it was much better – and safer! – than having to get out of the car to wipe the windshield. (3) ... So Mary got a patent from the government, a certificate saying no one else could make or sell her idea without her consent.

The wipers weren't a success immediately – most cars didn't even have windshields then! But by the time Mary died in 1953, all cars had windshield wipers. (4) ... More important, she had the satisfaction of knowing she had probably saved many lives with the convenience and safety of her invention.

1. And of course it kept the driver dry.
2. Mary became world-famous and received a lot of awards for her clever invention.
3. In those days, drivers had to stop the car, get out, and wipe off the windshield by hand.
4. She drew her idea on paper and took it to a friendly blacksmith who made up a model for her.
5. And Mary was a wealthy woman.
6. She made the first specimen herself and persuaded a sympathetic neighbor to give it a try.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. A Woman Was There First.
2. Nothing New Under the Sun.
3. There's No Bad Weather for Driving.
4. Why Not Go for a Ride in the Rain?

### Text 2

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Have you ever wondered how jigsaw puzzles are made? Donna D'Amelio says that most puzzles are designed by computers, but some are given the special attention of John Roebrock, also known as the "master puzzler". He uses his talents to create wonderful puzzle designs for Springbok Hallmark puzzles.

(1) ... It takes him thirty-five hours to design and draw a five-hundred-piece puzzle and forty-five hours to do a one-thousand-piece puzzle! Once Roebrock designs a puzzle, his puzzle pattern is cut into a piece of plywood with a jigsaw by a person called a die-cutter, who carefully sets narrow strips of metal into the grooves cut into the plywood. (2) ... The whole process of making the puzzle "mold" takes about five hundred hours to complete! The mold is then shipped to a manufacturing plant where the puzzle will be produced.

At the plant, a picture is printed on paper. The picture travels through a machine called a laminator, which glues the picture to a heavy piece of chipboard. (3) ... The mold is pressed into the chipboard, turning the laminated sheet of chipboard into hundreds of interlocking pieces. (4) ...

So next time you're working on a jigsaw puzzle, remember Mr Roebrock whose special talents create puzzles that are true works of art.

1. The puzzle is then broken apart by a machine and packaged, ready to sell.
2. Roebrock is one of a very small group of people who actually design and draw jigsaw puzzles by hand.
3. Specially-trained people separate pieces of puzzle and package them into colored boxes.
4. When the glue has dried, the puzzle is ready to be cut, using Roebrock's design.
5. These strips are very sharp and will be used to cut the final puzzle.
6. Mr. Roebrock's puzzles are unique, consequently they are quite expensive.



**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. A Piece of Cake!
2. A Nut Too Hard to Crack.
3. Art or Craft?
4. Hooked on Making Puzzles.

### Text 3

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Do you like gadgets or newfangled notions? Paulette Bochnig Sharkey says that American author Samuel Clemens did. You might know Clemens better as Mark Twain, author of *The Adventures of Tom Sawyer*, its sequel *Huckleberry Finn*, and other classics.

Samuel Clemens had a lifelong fascination with inventions, especially those that eased his life as a writer. (1) ... Those early models didn't work very well, but he kept practicing and eventually became the first author to use a typewriter professionally.

(2) ... He was hoping for a share in large profits later. Unfortunately, all the inventions Clemens invested in were failures. There were over one hundred of them, everything from a mechanical typesetter to a health food made from dried milk.

(3) ... First was a strap that held together a man's shirt, vest, and pants. Two years later, in 1873, his "self-pasting" scrapbook appeared. Each blank page had lines of glue that could be moistened like an envelope flap. Clemens received his last patent in 1884 for his "memory-builder", a game designed to help children learn history dates and facts.

(4) ... To him, the important thing was to use his imagination, to be creative and original. He wrote, "To find a new planet, to invent a new hinge, to find the way to make the lightning carry your messages. To be the first — that is the idea".

1. Clemens tinkered with a few inventions of his own and earned three patents, granting him exclusive rights to make and sell the products he'd invented.

2. Clemens never earned much money from his inventions, but he didn't mind.

3. Imagine his excitement when he bought his first typewriter in 1874!

4. Finally Clemens got bankrupt due to his passion for inventions.
5. Eventually Clemens came to realize that he was not destined to be an inventor and concentrated on literature.
6. He often gave money to inventors to help them develop their ideas.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. With a Little Bit of Imagination.
2. The Writer Who Had It in Him.
3. Literature and Invention Don't Mix.
4. Writer's Typewriter is Not Everything.

### Text 4

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

What if His Majesty Dom Pedro, Emperor of Brazil, hadn't visited the Philadelphia Centennial Exhibition in 1876? Would we have the telephone?

An unknown Bostonian, teacher in a school for the deaf and part-time inventor, had built a strange contraption that he claimed let people speak to each other over long distances. At the 1876 Exhibition, young Alexander Graham Bell could only afford to rent a little booth in an obscure corner of the great hall, where he displayed a model of what he called a "telephone". Nobody was interested! (1) ... The Exhibition judges ignored him. The discouraged inventor was ready to pack up and go home.

Then the Emperor of Brazil happened to pass by. His Majesty, who had once met Professor Bell at the Boston school, greeted him cordially and asked about his work. (2) ...

As Alexander Graham Bell told the story later, "He took my arm and walked off with me — and, of course, where an Emperor led the way the other judges followed. And the telephone exhibit was saved. It was the pivotal point on which the whole telephone turned. There was Dom Pedro, rushing along at a very un-Emperor-like gait, followed by a number of others". (3) ...

A lucky break? Maybe. With or without the Emperor of Brazil, I think Bell's invention would have succeeded sooner or later. We all have the same share of good luck and bad luck. (4) ... As it always does. It's not just being lucky. Mainly, it's being ready.



1. Many scholars claimed they had similar ideas, just never got down to realizing them.
2. What matters most for a scientist is the ability to ignore bad luck.
3. When Bell mentioned his overlooked invention, the Emperor grew very excited and wanted to see it.
4. The important thing is to keep on in spite of bad luck and to recognize good luck when it strikes.
5. Many scientists thought it was a fake.
6. Thanks to the Emperor, Bell's invention began drawing enthusiastic attention — and we all know the result.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Emperors Have a Weakness for Progress.
2. One Exhibition That Changed the World.
3. Inventions That Could Have Been Overlooked.
4. A Young Inventor's Unbelievable Story.

### Text 5

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Si Ling-Shi, Empress of China, was displeased. Caterpillars had spun cocoons all over the mulberry trees in the imperial gardens. Annoyed, Si Ling-Shi tossed one of the cocoons into a pool of water. Watching it unravel, she had the idea of weaving the delicate threads into cloth. (1) ...

That's legend. What's true is that silk did come from China and was indeed one of the most precious fabrics in the world. It was really worth its weight in gold to merchants in Rome, Damascus, Persia, India.

(2) ... Finally, two travelers from Constantinople visited China and managed to smuggle out silkworm eggs and mulberry seeds in hollow walking sticks. Not a nice thing to do. But the market was big enough for everybody and silk-making spread to Spain, France, Italy, and wherever the caterpillars and mulberry trees could get together. (3) ...

Although we have nylon, polyester, and other synthetics today, silk is the strongest of all natural fibers — one strand is tougher than steel — and still the most beautiful.

(4) ... And yet, it often happens. From mud and water come wonderful ceramics. From drops of color, great paintings. From those squiggles we call letters, great literature. It's not the material, it's what we create with it. Just ask any caterpillar.

1. The Chinese guarded their secret for three thousand years.
2. Imagine something so marvelous coming from something so modest: from a cocoon to a party gown!
3. History does give us similar examples but they are few and far between.
4. These "silkworm" caterpillars are finicky and only eat mulberry leaves.
5. The Empress had discovered silk.
6. The Chinese perfected their art of silk-making.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. How Silk Came to Europe.
2. What All Caterpillars Know.
3. One Day in Empress' Life.
4. Silk from China: Legend and Reality.

### Text 6

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Try to think of something expensive. Really expensive. So valuable that the very people who produced it would be locked away so no one else could learn their secrets. (1) ... Better think again. Look out the window and see if that gives you an idea. Do you see what we are talking about? You should. It's glass.

According to Kathie Kerler Bastian, for centuries simple glass was as precious as jewelry. Why was it so valuable? Not because of its ingredients. Sand, soda, and lime have always been cheap and abundant. (2) ... Until eight hundred years ago, glass was generally full of faults and discolorations and was very fragile.

But around 1200, Venetian artisans discovered a method for producing a thin, easily worked, nearly colorless glass called "crystallo". Although it was prized for its beauty, people soon realized that flat pieces of "crystallo" could be made into mirrors or ground into curves, creating lenses for spectacles, telescopes, and microscopes. Venetian "crystallo" was both pretty and very, very practical. (3) ...

To protect its secret, Venice passed laws in 1291 threatening death to glassmakers who left the city or gave foreigners the formula for crystallo. Then, for added security, the city moved the entire industry to the island of Murano. (4) ...



But Venice couldn't keep its secret forever, and advanced glassmaking techniques spread to other countries. Now glass is one of our most common materials, available not just in mirrors, lenses, and crystal goblets, but in fireproof insulation and optical fibers that carry telephone messages. The glassmakers of Murano never imagined so many uses for their secret treasure.

1. Although the workers received many of the privileges of noblemen, they lived like prisoners.
2. The art of glass-making was passed down from father to son, no outsiders were allowed.
3. But mixing those ingredients correctly and turning them into useful objects takes time and skill.
4. Are you thinking of gold, silver, or diamonds?
5. Glass brought unheard-of riches to Venice.
6. As long as the city could keep its glassmaking methods secret, it commanded enormous wealth.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. It Has Always Been Around.
2. Life without Glass – Why Not?
3. The Heritage of Medieval Venice.
4. Extraordinary History of Something Ordinary.

## Text 7

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

If you look in your kitchen, you'll see lots of man-made containers for cooking and storage. (1) ... All over the world people still use a natural container that's been with us for thousands of years: the dried fruit of the bottle gourd.

Gourds make good canteens and water jars in hot climates, because their woody sides leak very slowly, helping to cool liquids by evaporation. The New Zealand Maoris used gourds to preserve food: they dropped cooked meat inside and covered it with hot fat. Once the fat hardened, the meat was protected by an airtight seal – just like a modern-day plastic sandwich bag. People have even cooked with gourds by placing fire-heated rocks into a gourdful of stew!

(2) ... There are gourd masks, fishnet floats, cricket cages, and even musical instruments. (3) ... In Africa, musicians use gourds and strips of steel to make a plucked instrument called a kalimba or "thumb piano". South American musicians make drums by cutting the tops from big gourds and stretching skins over the holes. And there's even a gourd xylophone.

So next time you see a gourd at a garden shop or flea market, pick one up – or buy a few seeds and grow your own. (4) ... They're organic, biodegradable, and beautiful, and those are qualities that never go out of style.

1. A stringed instrument from India called a sitar uses gourd resonators to deepen its sound and make it louder.
2. Maybe you'll even invent a new use for these ancient fruits!
3. Did you ever wonder what people did before all these modern materials were available?
4. Why bother inventing new materials if nature has an unlimited store?
5. It might be fun among other things.
6. It's amazing what people make out of gourds.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Replacing Plastic-based Technology.
2. On Environment-friendly Kitchenware.
3. What a Multi-purpose Fruit!
4. Masks, Music, and What Not.

## Text 8

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

If someone told you to "put a sock in it" you'd surely think that person was being rude. Yet in the late 1800s, says Beth Kennedy, "putting a sock in it" was actually showing good manners.

(1) ... It was Thomas Edison's favorite invention, the phonograph. The first phonograph, produced in 1877, recorded sound by cutting grooves with a needle on a tinfoil-covered cylinder. This "talking" machine was quite amazing – there are even stories that some young ladies fainted when they heard the phonograph repeat words – but the sound was very scratchy. In 1885, Chichester Bell and Charles Tainter improved recording techniques by using a wax cylinder, thus inventing the gramophone.



phone. In 1887, Emil Berliner made further improvements, changing the cylinder to a disc that could spin on a mechanical turntable.

(2) ... Well, while people were improving devices to record sound, no one was changing the way these recordings were played. (3) ... The sound just blared out through a large horn, always at the same level. To keep the noise down, someone would literally “put a sock” – or a woolen ball or something similar – into the horn. All the way up through the 1920s and 1930s, teenagers were stuffing socks into their record players to keep their parents from complaining. (4) ... But the phrase stuck around.

Now, when people tell you to put a sock in it, you’ll know exactly what they mean – even if they don’t!

1. What could someone possibly stuff a sock into to be polite?
2. Eventually someone did invent a volume control, and socks went back on people’s feet.
3. People liked to have their music loud and clear.
4. But what does all this have to do with socks?
5. “Putting a sock in it” has nothing to do with clothes or footwear.
6. There was no such thing as a volume control.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Spare Our Ears!
2. There Is a Story behind Most Idioms.
3. How the Gramophone Came into Being.
4. People Would Always Find a Way.

### Text 9

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

We’ve all heard of drinking water, but how about drinking fog? Patricia Thomas says that the 330 inhabitants of Chungungo, a small “desert” town in Chile, actually drink fog every day. A thick fog, called camanchaca, rises from the Pacific Ocean and covers Chile’s northern coastline. For hundreds of years, this moisture-rich mist has helped water the lush forest that covers the hills above Chungungo. (1) ... This dripping water gives the appearance that the tree is creating rain at its top. (2) ...

In 1985, after the people of Chungungo had been suffering from a twenty-year drought, scientists decided to investigate this magic fog to find out if they could use it to collect water for the village. They installed

75 plastic-mesh nets on 12-foot-tall wooden posts and soon discovered that they were capturing water.

How did it work? (3) ... These drops run down the surface of the nets, are collected in a bin, and run through pipes down the mountainside to a 25,000-gallon tank near the village. Up to 1,900 gallons of water are collected each day, and that’s enough for the villagers, who never have to worry about drought again.

(4) ... The system uses no power, is made with inexpensive, replaceable materials, and can be maintained by the villagers themselves. And it’s nice to know that simple solutions to tricky problems can be plucked right out of thin – or in this case foggy – air.

1. When the fog passes through the nets, moisture sticks and accumulates to form water drops.
2. The local inhabitants considered this phenomenon a kind of miracle and were in awe of it.
3. When the fog touches a leaf’s surface, it forms water droplets that drip off and fall to the base of the tree, providing it with the water it needs to grow.
4. Researchers think that this method of harvesting fog could be used in other developing countries.
5. Unfortunately this method of accumulating water is unique and cannot be applied anywhere else.
6. The original inhabitants of the area found this extraordinary phenomenon so magical that they actually worshiped the water-giving trees.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Green Leaves Instead of Taps.
2. Next Best Thing to Running Water.
3. Hard Life in the Rain Forest Region.
4. Making Good Use of Natural Phenomena.

### Text 10

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Here’s something to try in your spare time. Relax all your muscles, slow your breathing and heartbeat, and make sure your brain sends out long, loopy electric waves. Lie quietly, eyes closed. Hey, what’s going on? Something we all do, and spend about 3,000 hours or more each year doing: sleeping.



We don't have to figure out how to sleep. It happens naturally. (1) ... Scientists tell us there are many different and complicated kinds of sleep: deep, light, dreaming, all happening during a single night. We aren't aware of it – we're too busy sleeping. (2) ... Yes. Insects. They just sort of sit and take it easy for a while.

But why sleep at all? Why not just rest, like crickets and beetles? Nobody really knows for sure. (3) ... A sort of recess period, time out to shut down our daytime thoughts. Without that nightly break, we get cranky, our attention wanders, it's harder to learn new things.

Whatever the reason, sleeping is how we get ready to be awake and alert. Some new studies show that adults, as well as young people, need more sleep than they normally get. (4) ... For you –and them, too!

1. Next time your parents tell you it's time for bed, it probably is.
2. But it's also a very mysterious occupation.
3. Scientists have been studying the phenomenon of sleep for decades.
4. Many researchers believe sleep is not only a way of getting back our body's energy, but more important, of restoring our mental energy.
5. Are there any creatures that don't sleep?
6. Actually, sleep is a very simple process.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Sleep, a Great Time-waster.
2. Effective Way to Acquire New Energy.
3. Something We Can Surely Do Without.
4. Have Some Sweet Dreams Tonight!

## Text 11

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Worms on ice? No, it's not a far-out new skating show; Wanda M. Tra- wick assures that there really is such a thing as an ice worm. This tiny black member of the earthworm family was discovered on Muir Glacier in Alaska in the 1880s. It also lives on glaciers in Siberia and Greenland.

No one has yet discovered how the worms thrive at such low temper- atures or, even more remarkable, how their eggs manage to hatch in the icy surroundings. Scientists do know that if the temperature gets above

40°F, the worms die and disintegrate. (1) ... We're not sure how long the worms live in nature, but they've been kept alive in laboratory refrigera- tors for nearly a year.

(2) ... Red algae, their favorite food, flourishes during the long sum- mer days of the far north, and the worms are often found near patches of "red snow", areas where large quantities of the algae have tinted the icy surface.

(3) ... They normally come up through the ice to feed in the evening, at night, and in the early morning, and their huge numbers appear as dark patches on the glacier's surface. (4) ... But be careful where you step – you may be walking on the icy mansion of a colony of worms!

1. Although they are only a half-inch to an inch in length, ice worms aren't hard to spot.
2. They also die if the temperature gets much below freezing.
3. Scientists have found out that ice worms can survive low tempera- tures by hibernating.
4. If you ever get to visit a glacier inhabited by worms, start watching for them in the late evening.
5. Ice worms have protective coloring which helps them survive.
6. Ice worms feed on pollen and algae that the wind blows onto the surface of the glacier.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Natural Miracles Yet to Be Explained.
2. How About Freshly Frozen Worms?
3. How to Survive on Icy Glaciers.
4. Another Puzzling Phenomenon.

## Text 12

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Imagine eating a purple grape and turning purple! (1) ... Actually, sea slugs eat things like sea anemones, hydroids, sponges, and jellyfish, but if one of the morsels happens to be purple, or some other color, the slug will automatically change to that hue.

Sea slugs store the pigments from their food in specialized cells called chromatophores. Changes in the shapes and sizes of the chromatophores cause the sea slug to change color. (2) ...



Sea slugs also have other ways of protecting themselves. Many species secrete a slimy mucus that smells and tastes horrible; in these cases, the slugs' bright coloration warns enemies that the slug would not be fun to eat.

A subgroup of sea slugs called eolids has yet another defense. They eat and store the nematocysts, or stinging cells, found in jellyfish, hydroids, and sea anemones. The nematocysts pass safely through the slug's stomach and are stored in the colorful needlelike spikes on its back. (3) ... When a passing animal touches a nematocyst, a thin thread containing poison shoots out like a harpoon. Among the few predators that dare to eat eolids are some starfish and parasitic worms – if they can find the sea slug hiding on its food.

So if you ever go looking for colorful sea slugs in the shallow ocean waters where they live, remember to watch out for poisonous stingers and evil-smelling mucus. (4) ...

1. Camouflaged, the slug can crawl around on its favorite food without being detected by enemies.
2. And be prepared to look very carefully, or you won't see them at all!
3. Aquabiologists say that if you were a sea slug, that's what would happen.
4. But beware – they are always on the ready for the attack!
5. The stinging cells are not just harmless for their new hosts, they are beneficial.
6. Here the cells work just as well for the slug as they did for the original owner.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Underwater Chameleons.
2. Watch Out for Poison and Smell.
3. Changing Colors Is Fashionable.
4. If Only One Could Be a Slug!

### Text 13

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

When hurt, hungry, or tired, a dog or cat will head for home. (1) ... Juliana Lewis wrote recently about some smaller, undomesticated creatures that may be equally determined to return home.

Martin Thornhill of England conducted an experiment with a common toad. First, he took the toad from its favorite lily pad and placed it in a hedge about fifty yards away. Soon, the toad was back. He then carried it a quarter of a mile away; within a week, the toad returned again. He marked it with red paint and set it free a mile away. In less than ten days, the toad hopped across country and through town to return to its favorite spot.

Snails also can cover considerable ground on a homing trip if they are removed from a backyard. (2) ... And some crabs, taken as far as sixty miles up the coast, have found their way back to their original shelter.

Some butterflies, too, have their homecomings. Canadian monarch butterflies travel long distances – some across the ocean, some to pass the winter in Florida or southern California. But every spring, their homing instinct makes them return to Canada. (3) ... This instinct to fly homeward is so highly developed that they have even been known to fly through railway tunnels and open houses rather than change their course. (4) ...

1. The sight of hundreds of monarchs in flight, steadily pressing in one direction, is unforgettable.
2. Some creatures seem to possess a built-in compass prompting them the right way.
3. All creatures seem to agree—there's no place like home!
4. All domesticated animals—horses, cows, sheep, and even pigs—have this homing instinct.
5. Only truly serious obstacles can prevent them from returning home.
6. They will make every effort to return, climbing over and around many obstacles.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. East or West, Homecoming Is Best.
2. A Common Toad on the Road.
3. Wildlife Creatures' Amazing Ability.
4. Basic Instinct or Basic Training?

### Text 14

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

We have heard a lot lately about the role of women in the military. If you listen to the media, you'd think that women leading soldiers



into combat is a totally new idea. But Rita Giordano says that it goes back a long way. In fact, nineteen hundred years ago, a British warrior queen named Boudicca led her own and other tribes against the might of Rome.

(1)... Their people, the Iceni, were a "client" tribe, granted some independence in return for tribute, money paid to Rome. When Prasutagus died in 61, he made the emperor Nero heir to part of his land, hoping to ensure that the Iceni would keep Rome's favor.

But when Nero's agents arrived, they took everything and humiliated Boudicca. (2) ... Little did they know Boudicca! She worked quickly, uniting various British tribes to drive the Romans out. In a series of swift victories, she burned the colonial capital at Camelodunum (modern Colchester) and destroyed Verulamium (St. Albans) and Londinium (London).

(3) ... "She was very tall, the glance of her eye most fierce", wrote Dio Cassius, a Roman historian. "She always wore a tunic of many colors, over which she fastened a thick cloak with a brooch. Her appearance was terrifying". Boudicca's army was on the verge of winning independence. But just outside Londinium, her undisciplined troops were crushed by well-trained Roman legions. (4) ... Fearing capture, she poisoned herself.

Though Boudicca's rebellion failed, her spirit survived. Legend holds that her bones were secretly buried on London's Parliament Hill, and in the 1800s, Queen Victoria dedicated a statue of her there, where it still serves to remind Britons of their fierce-eyed warrior queen.

1. The Romans were horrified.
2. When Roman troops came to Britain, Boudicca fought them immediately.
3. The queen escaped but realized she wouldn't be able to free her country.
4. When Rome conquered Britain in a.d. 43, Boudicca and her husband, King Prasutagus, made peace with the invading legions.
5. The Romans couldn't but admire the heroic queen.
6. The Romans had hoped to destroy the Iceni and its royal family.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Equal to Man in Everything.
2. Great Dames of the Bygone Days.
3. No Task Is Impossible for a Woman
4. Quite An Inspiring Example.

## Text 15

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Ice is a lot more than frozen water. (1) ... Egyptian pharaohs, Roman emperors, Mideastern kings ordered slabs of ice brought from snowcapped mountain peaks to chill their royal drinks. Loaded on camels or donkeys, floated on barges, hauled in wagons, ice soon became a brisk business.

(2) ... The Chinese of 3,000 years ago constructed special buildings to store the glittering luxury. The Persians enjoyed crushed ice mixed with rose petals, orange blossoms, and fruit juices: a kind of sherbet. In time, a rage for sherbet spread throughout Europe.

The best was yet to come. In Italy, around 1550, some clever chef added milk to the recipe. Bingo! (3) ... But, for centuries, it stayed a rare and expensive treat. In 1809, Dolley Madison, wife of the fourth American president, dazzled her dinner guests by being the first to serve ice cream at the White House.

Apart from fancy desserts, ice was serious business. Packed in straw and sawdust, it cooled fish, meat, fruits, and vegetables sent all over the world in the holds of high-masted clipper ships and merchant steamers. Older people even remember a time when the "iceman" went door to door in a horse-drawn wagon. Since then, with home freezers, we needn't scramble up mountains for ice all year round, so we may consider ourselves ice-lucky.

(4) ... Imagine yourself a queen or king of Persia when you plop a chunk of ice into your lemonade. It'll taste even better.

1. It was used not only as refreshment but also to cool houses in an antique version of air conditioning.
2. In bygone days it was simply nowhere to get.
3. A small ice cube has a big history.
4. In ancient days, it was nearly worth its weight in gold.
5. We still use ice a lot.
6. The ancestor of ice cream appeared!

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Emperors' Favorite Treat.
2. Ice and Food: Millennia of History.
3. Ice-Lucky People We Are.
4. How Ice Came to Be Ice Cream.



## Text 16

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Can you imagine what Thanksgiving would be without turkey? As native to the USA as the holiday itself, turkeys have wandered the Americas for ten million years.

(1) ... It was accused of making the Cheyenne Indians cowardly. The Hopi plucked its feathers, confident that they had power to bring rain. Other tribes believed that the feathers provided protection, and the Indians would stick them in anthills along their trails to guarantee safe passage. Some northern tribes felt that the turkey battled evil spirits, while other tribes thought it showed them how to plant corn and tobacco. (2) ...

But it's the delicious turkey meat that has made turkeys popular among all Americans over the years. Wild turkey was served at that first Thanksgiving meal at Plymouth Colony. (3) ... So, in order to guarantee a source of turkey meat, the bird was eventually domesticated, and breeders tried to produce larger and larger turkeys, quite different from the wild turkeys the early settlers were familiar with.

Wild or domesticated, the turkey was so important in the early days of the United States that Ben Franklin wanted to make it the official United States bird. When the bald eagle was chosen instead, he said, "I wish the bald eagle had not been chosen. (4) ... The turkey is a much more respectable bird and withal a true original native of America".

1. He is a bird of bad moral character.
2. Most Indians used turkey feathers in their headdresses and on their arrows.
3. Historians believe that turkeys were brought to America by white settlers from their native lands.
4. Finally, large farms appeared producing large quantities of turkey meat.
5. To the settlers, it wasn't just a treat — it was one of the foods upon which they depended.
6. Historians say that many Indian beliefs originated from the wild turkey.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Turkey Versus Eagle: Who Wins?
2. A Two-wing Symbol of America.
3. The Truly American Bird of Feather.
4. A Word about Thanksgiving Dinner.

## Text 17

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

You've baked a delicious mince pie for Christmas and have just taken it out of the oven. Two policemen burst into your kitchen. Mince pie? Aha! Gotcha! You're under arrest! Is this one of Scrooge's nightmares? (1) ...

In the early days of the Massachusetts Bay and New Haven Colonies, if you were caught celebrating Christmas or even baking a mince pie, you could be hauled off to spend some time with your feet in the stocks, maybe tossed into the town jail.

The colonists were dutifully following an English law enacted in 1643. (2) ... But they were too merry, too disorderly, according to Parliament. Observing Christmas became a crime. The gloom spread to New England.

In the New Haven Colony, one of the "blue laws" — so called because they were bound in blue paper — sternly declared: "No one shall keep Christmas or Saints-days, make minced pies, dance, play cards, or play on any instrument of music, except the drum, trumpet, and Jew's harp".

What, no carols, no feasting, no fun? Throw Santa Claus in jail? Impossible! Unthinkable! (3) ... In both England and America, Christmas came back as merry as ever. There's no way to enforce a law against being joyful. Joy is a part of our human spirit, whether we celebrate Christmas, Hanukkah, African-American Kwanza, or Diwali, the Hindu festival of lights. (4) ... And happy mince pie to everybody!

1. After a time, the law withered and died of neglect.
2. No, it's real history.
3. A lot of people chose to disobey this crazy law and went on secretly celebrating Christmas.
4. The important thing is: keep that spirit all year round.
5. Until then, Christmas celebrations had indeed been merry.
6. Is it some insane practical joke?

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Christmas Is Forever Time for Fun.
2. Come What May, Christmas Will Stay.
3. Do You Always Have to Obey the Law?
4. Santa's Difficult Days in Colonial America.



## Text 18

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

What's one of the most famous passwords of all times? – Open, Sesame!

If you've read the story *Ali Baba and the Forty Thieves* from the *Arabian Nights*, you know that "Open, Sesame" was the password that opened the door to the robbers' secret cave.

But why was it sesame?

Paulette M. Bochnig says there's a good explanation. When a sesame seed pod is ripe, it dries out and shrinks. The capsule then splits open, and the sesame seeds pop out. (1) ... As a result they believed that sesame had a magic power to unlock secret places.

(2) ... On stone tablets the ancient Assyrians wrote that their gods drank sesame wine on the night before they made the earth. The Babylonians used sesame seed oil for cooking and making perfume and as a remedy for lizard bites. The Egyptians ground the seed into flour. In the seventeenth century, when Africans were transported to America as slaves, they brought sesame seeds and oil with them, believing the seeds to be a symbol of good luck.

(3) ... Yet the United States consumes more than seventy million pounds of sesame seeds each year. Most are imported from Mexico, Central America, and China. (4) ... They are also used to sprinkle the hamburger buns sold in fast-food restaurants.

Judging by their popularity, sesame seeds have not lost their magic power.

1. These days we may no longer believe in the mystical powers of sesame.

2. The seeds are a major ingredient in many health food snacks and crackers.

3. This password has nothing to do with real sesame.

4. Sesame seed is one of the oldest spices in recorded history.

5. People hundreds of years ago didn't know the reason for this little explosion.

6. Sesame seeds are mostly used to season chocolate and candy.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Sesame Old and New.

2. A Key to Every Lock.

3. A Source of Taste and Fun.

4. Magic Seeds That Are Still With Us.

## Text 19

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Can you do the Prinkum-Prankum? How about Dull Sir John, Fain I Would, or Moll Patley? (1) ... For something more modern, you might ask your parents or grandparents about the days when the Hustle, Monkey, Twist, Bunny Hug, and Fox Trot were all the rage.

(2) ... Dance, in fact, is a language in itself and probably the oldest and most universal of the arts. We can't think of a country in the world that doesn't have its own special dances, from the complex steps and rhythms of African nations to the slow, subtle movements of Indonesia. And think of Indian and Eskimo dances, Hawaiian hulas. Not to forget fandangos, jotas, polkas, reels – there's no end to them.

Since the beginning of time, people have danced for joy or sorrow, to mourn death or celebrate birth, to express their deepest religious feelings, or for the sheer pleasure of movement. (3) ... It's been another kind of storytelling, a living history book, or a way to gain magical power. (4) ...

Today, we dance mainly for fun. But an ancient tribe in the South Pacific took dancing rather seriously. They had guards ready with bows and arrows in case a dancer made a misstep. Most people would like to sit that one out.

1. Dances change as quickly as fashions in clothing and language.

2. Throughout human history dances have changed fairly little.

3. These were some of the most popular dances in England three hundred years ago.

4. The earliest dance steps, we might suppose, came from imitating animals, birds, and fish, or the forces of nature.

5. The first dance steps might have been invented by tribal chiefs or magicians.

6. Dance has been a form of prayer—for rain, sun, and abundant harvests.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Ancient Magic Ritual.

2. One of the Most Complex Arts.

3. Something People Will Always Do.

4. The Universal Language of Humanity.



## Text 20

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

When I was small, the big children's holiday after Christmas was April Fools' Day. I can remember saying to my father, "Mr. Fish phoned and left his number". And, of course, my father would return the call immediately, only to have the aquarium answer. Big surprise! Then I shouted, "April Fool!" and my father smiled.

(1) ... In ancient Rome, the Saturnalia – a festival honoring Saturn – was the merriest holiday of the year. Slaves were given temporary freedom and were allowed to lie down at the table and eat the finest food while their masters served them. (2) ... At any other time, insults could cost the slaves their lives.

If you were in India during the Holi festival, you would have to remember to wear your old clothes. Everyone, regardless of age or rank, is subject to a dousing of colored water or brightly colored powders. (3) ...

And if you read William Shakespeare's *A Midsummer Night's Dream*, you'll meet one of the greatest tricksters of all – Puck, the fairy. Can you imagine falling asleep in the forest and then waking up to find you have a donkey's head on your shoulders? Or pretend that you are the beautiful and majestic Queen of the Fairies and to the amazement of your friends you fall madly in love with this half-donkey/half-man. These are only two of Puck's tricks, and as he watches the victims of his jokes, he cries out, "Lord, what fools these mortals be!"

Well, we mortals are fools sometimes. (4) ...

1. They were also allowed to joke with their masters and even insult them.

2. And it's a good thing to admit it—once a year on April Fools' Day.

3. But their freedom had some limitations even on April 1.

4. Yet we prefer not to admit it.

5. People dance in the streets, light bonfires, march in parades, and sing.

6. Other countries also celebrate holidays in the same spirit as April Fools' Day.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Not a Silly Idea at All.

2. A Day for Tricks and Jokes.

3. April 1, Time for Revenge.

4. Reading Shakespeare Today.

## Text 21

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

It's a magic moment. A hush comes over the theater audience, the lights go down, and the curtain goes up. Comedy or tragedy, opening night on Broadway or the class play in your school auditorium – there's no business like show business. But who began it?

In Western culture, "modern" drama probably started over two thousand years ago, thanks to a brilliant young Greek whose name was Thespis. In Athens, Thespis was a superstar: actor, singer, writer, producer, director. (1) ... He introduced something brand-new and exciting: individual actors speaking individual parts.

A small improvement? Yes, but the most electrifying thing to happen in early drama. (2) ... Thespis had a few more surprises for his delighted audiences.

(3) ... He designed those famous masks we still use as traditional symbols for the theater: smiling, for comedy; frowning, for tragedy. The open mouths also served as megaphones, a sort of ancient audio system, so the actors could more easily make themselves heard.

Thespis helped to turn the marvelous make-believe of the stage into a world of thrills, chills, tears, and laughter: the "little world", as the great Swedish dramatist Ingmar Bergman called it that can seem bigger than our big one.

Even today, actors are called "Thespians". (4) ... That's better than any Oscar!

1. He's credited with inventing stage makeup, leading to our modern grease paint.

2. Until then, Greek theater was more like an opera chorus than a play.

3. So, Thespis has his name not in lights, but in our language.

4. His ideas were extremely innovative.

5. We have to thank Thespis for many things.

6. And it opened the way for new stage techniques and for the playwrights that followed him, right down to the present.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. On Early Greek Drama.

2. Thespis, the Founding Father.

3. He Was Just an Ordinary Man.

4. No Business Like Show Business.



## Text 22

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

It is no surprise, these days, to hear of women astronauts, scientists, Supreme Court justices, artists, and writers. (1) ... Harriet Tubman and Sojourner Truth, leaders of the antislavery movement, to name a few. In literature, the Bronte sisters: Charlotte, who wrote *Jane Eyre*, and Emily, who wrote *Wuthering Heights*. And, of course, the shy English girl who grew up to be one of the world's great novelists, author of *Pride and Prejudice* and other masterpieces – Jane Austen.

But do you know who wrote *Frankenstein*, in 1818? Mary Wollstonecraft Shelley, wife of the poet, Percy Bysshe Shelley.

Composers? I'm thinking of Fanny Mendelssohn, sister of Felix Mendelssohn; and Clara Schumann, wife of Robert Schumann. (2) ... It's only recently that we've learned what beautiful music they wrote.

Artists? We can't overlook Pittsburgh-born Mary Cassatt and her marvelous paintings of women and children. And the French artist, Rosa Bonheur, only nineteen years old when she first exhibited her work. (3) ...

And here's a surprise. Exploring deeper into the past, to about 750 B.C., some scholars claim that the epic Greek *Odyssey* wasn't written by Homer but by a brilliant and witty young Sicilian princess who called herself Nausicaa. (4) ... But, no matter, there are still hundreds of women geniuses, treasures waiting to be found.

Found? No, they were never lost. We're just starting to notice.

1. True or not, we'll never be sure.
2. There is some evidence definitely proving that.
3. You probably know some of the heroic women in history.
4. For a long time, they were unheard and unrecognized.
5. Women have had their fair share of authors, artists, musicians and scholars.
6. She also painted a famous portrait of Buffalo Bill and his horse!

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Hand in Hand with Men.
2. On Women Great and Not Very.
3. So Many Unknown Geniuses.
4. It's Time to Give Women Credit.

## Text 23

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Enjoy a quiet, friendly game of chess? Not in the Middle Ages! (1) ... Shouts, whoops, onlookers yelling, betting on which player would win – a medieval chess tournament was more like a couple of hours in our video arcades. Prince John, future king of England, once tried to brain his opponent with the chessboard. Talk about a loser!

(2) ... At Oxford, authorities denounced the game as “noxious, inordinate, and dishonest”. My guess is that nobody paid much attention to the ban and kept on playing chess anyway – and, no doubt, hitting each other on the head.

Lively times those were, Middle Ages. You've read about glorious cathedrals, beautiful stained-glass windows, soaring spires, and the medieval period may seem very solemn and dignified. Some of it was. (3) ... Just because history happened long ago doesn't mean it wasn't bubbling with life and excitement. After all, history is simply today looked at a little later. We're still human beings and always have been.

Oh, I'd like to think we've calmed down somewhat. (4) ... On the other hand, I've seen some football, baseball, and soccer matches – those medieval folk would have felt right at home.

1. At the same time, people sang, danced, scuffled around, got in and out of trouble—as people do everywhere at every time.
2. Those days, instead of a checkmate, the match was likely to end with a punch in the nose.
3. Chess, at least, isn't a dangerous game anymore.
4. Some other sports, truly dangerous and risky, have been invented since then.
5. So many fights broke out, with students often seriously hurt, that chess playing was forbidden in medieval English schools and colleges.
6. Medieval history is often romanticized these days.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. A Far Cry from the Game of Today.
2. Times Are A-Changing, Aren't They?
3. A Glimpse on Darker Medieval Ways.
4. Chess: Forever a Dangerous Game.



## Text 24

**Задание 1.** Прочитайте текст. Заполните пропуски 1–4 одним из предложенных текстовых фрагментов. Два фрагмента являются лишними.

Already, over one hundred years ago, kids were asking their parents for baseball cards. Deborah Hedstrom says that Indian chiefs, as well as birds or actresses, were the first to appear on collector cards. (1) ...

These collector cards began as a sales gimmick. (2) ... Then when the tobacco industry began to decline in the early 1900s, baseball cards started appearing in packages of candy and gum and have been sold that way ever since.

When baseball cards first appeared, however, little did anybody know that a hundred years later people would pay as much as \$115,000 for an old one. That is the going price for a Honus Wagner card.

Wagner, nicknamed the "Flying Dutchman", was a star shortstop for the Pittsburgh Pirates. In 1906 a tobacco company came out with his picture on one of their cards. (3) ... A few made it into the hands of collectors before the recall, and very few remain today. The scarcity of this card – and other cards like it – is what makes it worth so much money.

(4) ... From the beginning card collectors have avidly sought cards of their favorite players, trading with friends and trying to collect entire teams. And now, after one hundred years, baseball card collecting is going as strong as ever.

1. Tobacco companies added them to packages of cigarettes and cigars to boost sales.
2. Baseball cards are equally popular with kids and serious collectors.
3. But whether a special card brings in thousands of dollars or not, baseball cards have always been very popular.
4. Yet it wasn't until the 1880s that the cards started picturing favorite baseball players.
5. He thought it would boost his popularity.
6. He was horrified that people would think he was a smoker and immediately made the company take the card off the market.

**Задание 2.** Выберите наиболее подходящее заглавие для текста из предложенных ниже вариантов.

1. Pages from Baseball History.
2. A Popular Outdoor Activity.
3. Baseball Card Collecting Forever!
4. Birds, Actresses, and Indian Chiefs.

## Part 2

### Text 1

Прочитайте текст и выполните послетекстовые задания.

(1) So I don't eat. I don't bite. I don't chew. I don't swallow. Simple. Only of course it's not simple at all. It's the hardest thing ever. I think of nothing else all day long. Breakfast is no problem. I wake so hungry that I feel weak and *queasy* and the sight of Dad chomping and Eggs slurping *puts me off* food altogether.

(2) School dinners are easily solved too. The smell steals along the corridors and invades the classroom and just at first my nose twitches, my stomach rumbles, and my mouth drools desperately. But it's easier actually in the canteen where the smell is overwhelming and the sight is sickening if I try hard enough. It's as if I'm wearing new lenses in my glasses. The pizza looks diseased, oozing bloody tomato and pus-yellow cheese. The baked potatoes steam like horse droppings. It's easy to back away.

It's far harder when Magda and Nadine offer me food. Magda presses a whole slice of her mother's home-made pecan pie on me at break and before I can *contaminate* it with my thoughts I have eaten it all, the sweet moistness sliding straight down my throat in seconds. It's so good I feel tears in my eyes. I've been near-starving for days and it's so wonderful easing that gnawing need inside me – and yet as soon as it's all gone and I'm left with sticky lips and crumbs on my fingers I'm horrified.

How many calories? 300? 400? Maybe 500? All that syrup, all that butter, all those wickedly fattening pecans.

(3) I say I have to go to the cloakroom but Magda and Nadine come too, and I can't thrust my fingers down my throat and throw up because they'd hear me. Nadine is forever nibbling at Kit Kats and Twixes. It's so unfair. How can she stay so skinny? She eats her chocolate bars absent-mindedly, snapping off a couple of pieces every so often and offering them to Magda and me.

"Nadine. I'm on a diet", I say brushing her hand away.

"Yeah, yeah, you and your diets, Ellie", says Nadine. So OK, in the past I've tried dieting, but never seriously. This time it's different. It has to be.

(4) It is even harder when I get home. I'm so used to eating tea the minute I get in from school, bread and honey, oatcakes and cheese, bunches of grapes, hot chocolate, home-made shortbread – good whole-



some wonderful food. I can't eat it. I won't eat it. Anna doesn't argue. She makes Eggs his own tea and we have ours: celery and carrot sticks and apple wedges. Eggs wonders if he is *missing out* on anything. He demands a stick of celery too.

"It doesn't taste of anything", he says, astonished. "I don't like it".

"We don't like it either".

"Then you're silly to eat it", says Eggs.

(5) Dad thinks we're even sillier. "You're both nuts", he says. "What are you doing, going on this crazy diet? I don't know what's got into you, Ellie. You've always been a girl who loves her food".

"Meaning I've always been a fat pig so why don't I stay one?" I say, choking on my forkful of lettuce.

"I didn't say you were fat, for God's sake", Dad protests.

"That's what you meant".

"No, I didn't. You're not fat, you're ..."

"Yes? What am I?"

"You're just ... ordinary nice girl-size", Dad says desperately.

"Nadine and Magda are ordinary nice girls but I'm much fatter than them, aren't I?"

"I don't know".

"Of course you know! Magda's got a lovely figure. You certainly should know that, Dad, you can't *keep your eyes off* her when she calls round".

"Ellie!" says Anna sharply.

"And Nadine is so thin and *gorgeous* she's going to be a model for *Spicy* magazine", I shout, leaving the table. I charge up to my room, crying. I stare at myself in my mirror, hoping I might look tragic with tears coursing down my face, but I just look blotchy. My nose is running. And I'm still fat. I've hardly eaten for days and I've only lost four pounds. Four pounds sounds a lot when you look at two bags of sugar, but I don't know where it's come off me.

(From *Girls under Pressure* by Jacqueline Wilson)

**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. It can be inferred from the text that Ellie  
A. secretly hates her friends;  
B. despises herself for being fat;  
C. is envious of her family who can eat anything.
2. The author implies that the character trait that helps the girl is  
A. self-respect;      B. sense of humour;      C. determination.

3. The author gives a hint that after a wholesome meal Ellie is filled with  
A. satisfaction;      B. guilt;      C. anger.
4. The readers can conclude that most members of Ellie's family were  
A. not very supportive;  
B. curious about her intentions;  
C. angry with her.
5. The author's description makes the reader become  
A. amused with the girl's behaviour;  
B. indignant at the girl's silliness;  
C. sympathetic with the girl.

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *queasy* (1)  
A. queer;      B. unhappy;      C. dizzy.
7. *contaminate* (2)  
A. complement;      B. destroy;      C. spoil.
8. *gorgeous* (5)  
A. stunning;      B. surprising;      C. plain.

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *put smb off* (1)  
A. discourage from;      B. distract from;      C. appeal to.
10. *miss out* (4)  
A. forget;      B. not to take part in;      C. notice.
11. *keep one's eyes off smb / smth* (5)  
A. look away;      B. look after;      C. follow.

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

12. It's so good I feel tears in my eyes. (2)  
A. Он так хорош, что я не могу удержаться от слез.  
B. Это так вкусно, что я плачу.  
C. Это так вкусно, что у меня слезы наворачиваются на глаза.
13. She eats her chocolate bars absent-mindedly, snapping off a couple of pieces every so often and offering them to Magda and me. (3)  
A. Она рассеянно жует свои шоколадки, отламывая от них кусочки время от времени, чтобы предложить их Магде и мне.



- В. Она забывчиво жуёт шоколадные батончики, отламывая от них по кусочку время от времени и угощая меня и Магду.
- С. Она не задумываясь отправляет в рот один шоколадный батончик за другим, время от времени отламывая от них по кусочку и угощая меня и Магду.

14. I stare at myself in my mirror, hoping I might look tragic with tears coursing down my face, but I just look blotchy. (5)

- А. Я таращусь на себя в зеркало, надеясь, что текущие по щекам слёзы придадут мне трагический оттенок, но я всего лишь выгляжу опухшей.
- В. Я смотрю на свое отражение в зеркале, надеясь, что слёзы на щеках придадут мне страдальческий вид, но вижу только, что лицо у меня просто покраснело и опухло.
- С. Я смотрю на себя в зеркало, надеясь, что текущие по щекам слёзы придадут мне трагический образ, но я всего лишь выгляжу красной и опухшей.

## Text 2

Прочитайте текст и выполните послетекстовые задания.

(1) Gary couldn't wait for tenth grade to start so he could strut his sentences, parade his paragraphs, renew his reputation as the top creative writer in school. At the opening assembly, he felt on edge, *psyched*, like a boxer before the first-round bell. He leaned forward as Dr. Proctor, the principal, introduced two new staff members. He wasn't particularly interested in the new vice-principal, Ms. Jones; Gary never had discipline problems, he'd never even had to stay after school. But his head cocked alertly as Dr. Proctor introduced the new Honors English teacher, Mr. Smith. Here was the person he'd have to impress.

(2) He studied Mr. Smith. The man was hard to describe. He looked as though he'd been manufactured to fit his name. Average height, brownish hair, pale white skin, medium build. Middle age. He was the sort of person you began to forget the minute you met him. Even his clothes had no particular style. They merely covered his body.

Mr. Smith was ... just there *blending into* whatever was around.

Gary was studying Mr. Smith so intently that he didn't hear Dr. Proctor call him up to the stage to receive an award from last term. Jim Baggs jabbed an elbow into his ribs and said, "Let's get up there, Dude".

(3) Dr. Proctor shook Gary's hand and gave him the County Medal for Best Composition. While Dr. Proctor was giving Jim Baggs the County Trophy for Best All-Round Athlete, Gary glanced over his shoulder to

see if Mr. Smith looked impressed. But he couldn't find the new teacher. Gary wondered if Mr. Smith was so ordinary he was invisible when no one was talking about him.

(4) On the way home, Dani Belzer, the prettiest poet in school, asked Gary, "What did you think of our new Mr. Wordsmith?"

"If he was a color he'd be beige", said Gary. "If he was a taste he'd be water. If he was a sound he'd be a low hum".

"Fancy, empty words", sneered Mike Chung, ace reporter on the school paper. "All you've told me is you've got nothing to tell me". Dani quickly stepped between them. "What did you think of the first assignment?"

"Describe a Typical Day at School", said Gary, trying unsuccessfully to mimic Mr. Smith's *bland* voice. "That's about as exciting as tofu".

"A real artist", said Dani, "accepts the *commonplace* as a challenge".

(5) That night, *hunched over* his humming electric typewriter, Gary wrote a description of a typical day at school from the viewpoint of a new teacher who was seeing everything for the very first time, who took nothing for granted. He described the shredded edges of the limp flag outside the dented front door, the worn flooring where generations of kids had nervously paced outside the principal's office, the nauseatingly sweet pipe-smoke seeping out of the teachers' lounge. And then, in the last line, he gave the composition that extra twist, the little kicker on which his reputation rested. He wrote: "The new teacher's beady little eyes *took in* everything, for they were the optical recorders of an alien creature..."

(From *Future Tense* by Robert Lipsyte)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

- The adjectives that characterize Gary best are
  - big-headed and inventive;
  - ambitious and creative;
  - shy and imaginative.
- From the description in paragraph 2 we assume that
  - Mr. Smith looked like a typical English teacher;
  - Mr. Smith had a perfect appearance for a spy;
  - Mr. Smith's looks were very ordinary.
- In Paragraph 2, the sentence "He looked as though he'd been manufactured to fit his name"
  - is meant to be a practical joke;
  - hints that the new teacher's name was as impersonal as his looks;
  - makes the readers believe that the new teacher chose the right name.



4. In Paragraph 4, the sentence "A real artist accepts the commonplace as a challenge" implies that  
 A. it's easier to be motivated into writing by extraordinary events;  
 B. there is something unusual about ordinary situations;  
 C. a true artist always looks at everyday things and finds inspiration.
5. In Paragraph 5, Gary's composition proves that  
 A. the student was a promising young author;  
 B. the student was only a show-off;  
 C. he was copying somebody else's ideas.

Задания 6–8. Определите значение указанного слова в тексте.

6. *psych* (1)  
 A. agitate;                      B. depress;                      C. frustrate.
7. *bland* (4)  
 A. loud;                          B. tasteless;                      C. dull.
8. *commonplace* (4)  
 A. exceptional;                  B. mediocre;                      C. ordinary.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *blend into* (2)  
 A. add to;                          B. disappear;                      C. combine.
10. *hunch over* (5)  
 A. bend;                            B. fold;                              C. lean.
11. *take in* (5)  
 A. understand;                    B. notice;                          C. deceive.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. Here was the person he'd have to impress. (1)  
 A. Вот тот человек, которого ему придется поразить.  
 B. Вот тот человек, на которого надо произвести впечатление.  
 C. Вот тот человек, которого ему придется впечатлить.
13. He was the sort of person you began to forget the minute you met him. (2)  
 A. Он был из тех людей, которых забываешь сразу же после минутной встречи.  
 B. Он был таким человеком, которого забудешь, едва встретив.  
 C. Он был из тех людей, о которых забываешь сразу после знакомства.

14. And then, in the last line, he gave the composition that extra twist... (5)  
 A. Затем, в последней строке, он закончил сочинение эффектной фразой...  
 B. Затем, в последнюю очередь, он внёс в сочинение дополнительные изменения...  
 C. Затем, в последней строке, он кое-что вернул в своё сочинение...

### Text 3

Прочитайте текст и выполните послетекстовые задания.

(1) "I just moved to Twin Valley a couple of weeks ago", he said, unbuttoning his denim jacket. He wore a navy blue sweatshirt underneath. "You go to Twin Valley High?"

"Yeah", Heather said, looking back to see if the ice-cream sodas were ready. "You, too?" He nodded. "What homeroom are you in?"

He thought about it and laughed. His eyes crinkled when he laughed. "I can't remember his name. You know — the tall teacher".

"Mr. Louper?"

"Yeah. Louper", he said, spinning the salt shaker between his hands.

"Isn't that a sophomore homeroom?" Heather asked, checking to make sure the chef wasn't watching. She wasn't allowed to chat this long with the customers.

"I thought everyone looked really young!" he exclaimed. They both laughed.

(2) "What's your name?" he asked.

"Heather. Heather Dickson."

"You look like a Heather", he said, his face expressionless.

"What do you mean?"

"You know. All blonde and pretty. Heathy". He smiled. "Thanks. I guess. What's your name?"

"Snowman", he said.

"That's your name?"

"Well, it's what people call me".

"Why?" Heather asked. "Because of your hair?"

"No". He flashed her another smile. "Because I'm cold as ice". He raised his hand for her to slap him five. She ignored it and took a step back. "Snowman?"

He shrugged. "It's just a dumb nickname". He made a funny face, then stared into her eyes. His eyes seemed *to glow* like dark coals beneath the white hair. He wasn't just looking at her, *checking her out*, Heather



felt. She thought she could read *a plea* in his eyes. He seemed to be asking her for something. Now, don't *get carried away*, she scolded herself. "I think of snowmen as being very round and very soft", she said.

"That's me," he said.

He's so good-looking, Heather thought. I wonder if he realizes how incredibly handsome he is.

(3) She turned away to stop herself from staring at him. "I'll put your order in", she said, and headed toward the kitchen. It was very busy for a Thursday night. All of the booths were filled, which meant that Heather had to run in six directions at once. It also meant that she couldn't stop to chat any further with Snowman. As she worked, she kept looking over to his booth where he was hungrily *devouring* his food. She realized she felt drawn to him. It wasn't just that he was so unusual-looking with that white hair. He also seemed like a really nice guy. He had looked disappointed when she had dropped his food on the table and hurried on to the next booth. She could tell he wanted to talk some more. She could tell he was attracted to her, too. "You look like a Heather", he had said. Funny thing to say. But she knew she was pretty, with her golden hair, which she usually swept straight back into an off-centered ponytail, her creamy, pale skin and high cheekbones, and her dark blue, almost-violet eyes. She could be really popular, she knew. If she weren't so shy. If she didn't have to spend so much time working in this awful restaurant. If Uncle James didn't *restrict her from* doing anything that was fun.

(4) She couldn't stop thinking about Snowman. He must be pretty lonely having just moved to Twin Valley. She walked over to his booth, pad in hand. She wanted to say something to him. But her mind was suddenly a blank. She couldn't think of a thing. He looked at her again with those searching, dark eyes.

"Ready for the check?" That was the only thing she could think of to say. He took the check from her and reached into his back pocket for his wallet. "Whose homeroom are you in?" he asked.

"Oh. Uh..." She was so startled by the question, she couldn't think of it, "Reedy. Mr. Reedy. 304."

"Yeah? I'll look for you", he said, smiling up at her. "I don't know too many kids".

His smile faded abruptly. He pulled himself up in the booth and reached into his other jeans pockets. He suddenly looked upset. He reached quickly into his jacket pockets.

"Oh, no", he said, blushing.

(From *Snowman* by R. L. Stine)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

1. Heather was glad to have a chat with Snowman as she  
A. was not really job-committed;  
B. was happy to have a moment's break;  
C. was interested in the handsome stranger.
2. The readers can refer to both the characters' names as  
A. unlikely; B. musical; C. speaking;
3. The author implies that  
A. Heather's life was quite hard;  
B. the girl was drawn to new people;  
C. it was hard for Heather to make new friends.
4. The readers can conclude that the girl was working at  
A. a fancy restaurant;  
B. a cheap cafe;  
C. a fashionable bar.
5. The author hints that  
A. the two characters will meet again;  
B. this chancy meeting will result in nothing much;  
C. Snowman was just using the young waitress to get a free meal.

Задания 6–8. Определите значение указанного слова в тексте.

6. *glow* (2)  
A. shine; B. sparkle; C. twinkle.
7. *a plea* (2)  
A. a question; B. a request; C. an inquiry.
8. *devour* (3)  
A. consume; B. load; C. chew.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *check smb out* (2)  
A. find out; B. research; C. examine.
10. *get carried away* (2)  
A. lose control; B. be fascinated; C. be forgotten
11. *restrict from* (3)  
A. escape; B. forbid; C. allow.



Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. “You look like a Heather”, he said, his face expressionless. (2)
- A. “Тебе идёт это имя”, – сказал он, не меняя выражения лица.
  - B. “Ты похожа на девушку с необычным именем”, – сказал он, не меняясь в лице.
  - C. “Ты выглядишь как девушка с таким именем”, – сказал он с неизменным выражением лица.
13. All of the booths were filled, which meant that Heather had to run in six directions at once. (3)
- A. Все кабинки были полны, что означало, что Хэзер должна была бегать по шести направлениям одновременно.
  - B. Все столики были заняты, так что Хэзер приходилось бегать в шести направлениях одновременно.
  - C. Все кабинки были полны, и Хэзер приходилось бегать сразу в шесть мест.
14. But her mind was suddenly a blank. (4)
- A. Но ее ум вдруг оказался пуст.
  - B. Но неожиданно в её голове было пусто.
  - C. Но внезапно она поняла, что ей нечего сказать.

#### Text 4

Прочитайте текст и выполните послетекстовые задания.

(1) If humans' eyes flashed in the dark, they would look like this. Only the shape is wrong – the eyes are spaced wide like a horse's. The pair of glimmers looked at us from the dark. Looked mostly at Jerry, rather; they knew my voice by now. One pair of eyes, then two, a dull pink reflection in the tired subway lighting – just hanging out there where the track vanished into shadow.

(2) They had no names. Dad and I always thought of names on the way to the subway, or on the way back; but seeing the *unicorns*, the names seemed cheap – they fell off. I *felt around* in the bag for the celery. Green stuff was always good to start with – they got so little of it, the shy ones. One of them heard the crunch of the celery snapping and took a step forward, barely into the light. I heard Jerry's breath go in as if someone had punched him. It was the same for him as it'd been for me the first time. Nothing that lives in a subway should be that *graceful*. Cats run, rats and

mice scurry. But the unicorns just flow out of the darkness, and not even the cinders crunch when they put their feet down. Sometimes, if they're playful, they walk on the rails like somebody on a tightrope, and don't slip or make a sound. This one just took one step and stretched his neck out like a swan on the lake when it doesn't want to come too close. The unicorn's horn glinted, pearly, the only bright thing about him – everywhere else he was the iron-rust color of the gravel between the tracks. His eyes were so brown they were black.

(3) “Give him some”, I whispered at Jerry, annoyed again; he was making them wait. “Throw it. They won't eat out of your hand”. Jerry *tore off* some lettuce and threw it down on the tracks. The brown one looked at him for a moment, then put its head down to eat. You could see it was starving; every rib showed. But it lowered its head slow as a king sipping wine. More came while the first was eating. Maybe he was the herd leader and had been checking the place out. Whatever, the tracks were full in a few moments – nothing but tails switching and necks stretching and eyes, those eyes. All the unicorns were dark this time, though I'd seen ones with white socks or blades, and once a tan one with a light mane like a palomino's. These weren't any fatter than any others I'd seen, though, and while they ate gracefully, they did it fast. Two of them, a rusty one and a black, got rowdy and waved their horns at each other over a piece of the Danish. Jerry threw them more, and they stopped and each gobbled a piece.

(4) They were close, right up by the platform. I'd never seen them so close. Jerry was so amazed by the whole thing, and the rusty one standing right in front of him with its lower jaw going around and around – even unicorns look a little funny when they chew – that he nearly lost his balance and fell down when the black unicorn *snuck up* beside him and grabbed at the rest of the Danish in his hand. Even though he was surprised, though, Jerry didn't let go for a second. He just stood there looking at the black, while it tugged at the Danish and gazed back at him with those deep, sad eyes. I know that look. My eyes started burning, and my nose filled up. Nothing that lives in a subway should be that proud, and that hungry, and feel that helpless. Nothing that lives anywhere should. The black unicorn got the last piece of Danish away from Jerry and ate it, delicately, but fast. Jerry looked a moment at the hand the unicorn had touched, and then wiped his nose on the sleeve of his jacket. All their heads went up then, all at once, as if they were a herd of gazelles in a nature movie when the lion's coming. They stared down the tracks toward the downtown end – and there was just a *flicker* of motion, and they were gone.

(From *Midnight Snack* by Diane Duane)



Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

1. The genre of the above selection is most probably that of  
A. science fiction;  
B. fairy tale;  
C. realistic prose with elements of fantasy.
2. The readers can conclude that the two main characters were  
A. tough streetwise teens;  
B. spoiled rich kids eager for extra fun;  
C. dedicated conservationists.
3. In Paragraph 2, the sentence “Dad and I always thought of names on the way to the subway, or on the way back; but seeing the unicorns, the names seemed cheap – they fell off” means that  
A. no name was good enough for the unicorns;  
B. people didn’t seem to have enough imagination;  
C. names were too commonplace for such magic creatures.
4. In Paragraph 3, the sentence “But it lowered its head slow as a king sipping wine” the author emphasizes the unicorn’s  
A. grace  
B. manners  
C. beauty
5. For the two kids, feeding the unicorns at night was a chance  
A. to experience adventure;  
B. to establish contact with the unicorns;  
C. to see something out-of-this-world;

Задания 6–8. Определите значение указанного слова в тексте.

6. *a unicorn* (2)  
A. a ghost;                      B. a mythical beast;              C. an alien.
7. *graceful* (2)  
A. gracious;                      B. lovely;                              C. polished.
8. *a flicker* (4)  
A. a spark;                        B. a light;                              C. a flutter.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *tear off* (3)  
A. escape;                        B. split;                                C. rip.

10. *feel around* (2)

- A. fumble for;                      B. move;                                C. find.

11. *sneak up* (4)

- A. reach;                              B. creep;                                C. crawl.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста

12. But the unicorns just flow out of the darkness, and not even the cinders crunch when they put their feet down. (2)  
A. Но единороги просто выскакивают из темноты, и даже кусочки угля не хрустят у них под ногами.  
B. Но единороги словно вытекают из темноты, и даже кусочки угля не хрустят у них под ногами.  
C. Но единороги просто возникают из темноты, и даже кусочки угля не хрустят у них под ногами.
13. His eyes were so brown they were black. (2)  
A. Его карие глаза были настолько темными, что казались черными.  
B. Его глаза были такими темно-коричневыми, что смотрелись черными.  
C. Его глаза были настолько коричневыми, что казались черными.
14. Nothing that lives in a subway should be that proud, and that hungry, and feel that helpless.  
A. Никто из живущих в метро, не должен быть таким гордым, голодным и беспомощным.  
B. Ни одно из созданий, живущих в подземке, не должно быть таким гордым, голодным и чувствовать себя таким беспомощным.  
C. Ни одно из существ, живущих в метро, не должно быть таким гордым, голодным и беспомощным.

## Text 5

Прочитайте текст и выполните послетекстовые задания.

(1) Emma raised her eyes from the bag. “You’re not going to believe this”, she whispered. She pulled the bag open wide. “Look!”

Sydney peered into the bag. “Whoa!” Stacks and stacks of bills. Wrapped in rubber bands. Fifty-dollar bills.



"I don't believe it!" Emma cried excitedly. She picked up one of the stacks and riffled it like a deck of cards. "They're all fifties!" Emma grabbed another stack and riffled through it. So did Sydney. In minutes, stacks of fifty-dollar bills were spread out at their feet.

"Wow. I mean, wow! It's at least a hundred thousand dollars!" Emma whispered.

"Unreal". Sydney stared at it, then at Emma. "Whose is it, do you think? What's it doing in the Dumpster?"

(2) Emma slowly shook her head. "A hundred thousand dollars", she murmured again, not taking her eyes off the money. "A hundred thousand dollars!"

Sydney frowned at the stacks of money. "This is really weird, to say the least. What do you think it was doing in the Dumpster?" she repeated.

"Who cares?" Emma glanced around the alley. Then she quickly began to stuff the money back into the bag. "We'd better hide it before anybody sees us with it".

"You're right", Sydney agreed. "Do you think it's from a bank robbery or something?"

Emma shrugged.

"Maybe the police will know". Sydney closed the zipper and laughed. "I can't wait to see the expression on their faces when we *hand it to* them".

(3) "Are you serious?" Emma asked. "You really want to hand all this money over to the police?"

"Sure. I mean, what else can we do?"

Emma leaned close, her blue eyes blazing with excitement. "Keep it!" she whispered.

Sydney stared at her friend. "You're kidding, right?" She waited for Emma to laugh, to tell her she was joking. But Emma didn't even crack a smile. She isn't kidding, Sydney thought. She really means it.

"Think about it, Syd!" Emma *urged*. "We can split it – fifty thousand dollars each! I could pay for Mom's operation! We could finally get our roof fixed and buy a new –"

"Whoa!" Sydney *cut her off*. "How would you explain to your mother where you suddenly got fifty thousand dollars?"

"I'd tell her the truth", Emma declared. "Mom wouldn't care. Why should she?"

"Because ..." Sydney paused, shaking her head. She couldn't believe Emma actually wanted to do this. "Look, I don't want to sound like a goody-goody. But, Emma, it's not ours!"

(4) "Sure it is!" Emma cried. "It was buried under a pile of garbage inside a Dumpster – and we found it. Finders, keepers. Right? Come

on, Sydney! Anybody else would keep it. Why shouldn't we? You know what else I could do with this money? I could go to college. I wouldn't have to worry about getting that scholarship anymore. And I could buy some *decent* clothes!"

Sydney's eyes widened in surprise. "What's the matter with your clothes?"

"I wear the same things every day", Emma sighed. "It's embarrassing. But you wouldn't know about that. You don't understand what it's like to be really poor. What it's like to want something you can't have. But I do. And I'm telling you, we've got to keep this money!"

(5) Sydney gazed at her, stunned. 'Has Emma always *resented* me for being rich?' she wondered. 'Did I just not see it? I never made a big deal about having money. I never bragged about myself or *put her down* for being poor. I wouldn't do that to anybody – especially to my best friend!'

Confused and hurt, Sydney stared at the greasy duffel bag. "You're wrong about one thing", she murmured. "I do know what it's like to want things I can't have. My parents don't give me everything I want, you know".

"Oh? Didn't you want a car for your birthday?" Emma asked. "And didn't they give you one?"

"Yes. But I have to pay the insurance on it", Sydney pointed out. "Mom and Dad don't want me to get spoiled, and they keep me on a really tight budget. There are plenty of things I'd like to buy with this money".

"So let's keep it!" Emma cried. "What's stopping us?"

(From *The Rich Girl* by R. L. Stine)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

1. The author hints that
  - A. the cash in the bag belonged to mafia;
  - B. the origin of the girls' find was unknown;
  - C. the banknotes were not all there.
2. The author implies that
  - A. the two friends were totally alike;
  - B. despite their contrasting social status the girls were soul mates;
  - C. there were more differences than similarities between the girls.
3. The readers can conclude that Emma was the more life-wise of the two because of her
  - A. adverse past experience;
  - B. harsh life;
  - C. controversial personality.



4. Sydney was appalled by the offer to keep the money as  
 A. she was cowardly;  
 B. she didn't need it at all;  
 C. she was basically honest and law-abiding.
5. It can be inferred that Sydney  
 A. was lucky to have thoughtful parents;  
 B. didn't really appreciate her friendship with Emma;  
 C. didn't understand the value of money.

Задания 6–8. Определите значение указанного слова в тексте.

6. *urge* (3)  
 A. ask; B. encourage; C. offer.
7. *decent* (4)  
 A. honest; B. respectable; C. fashionable.
8. *resent* (5)  
 A. dislike; B. offend; C. despise.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *hand smth to smb* (2)  
 A. admire; B. give; C. offer.
10. *cut smb off* (3)  
 A. remove; B. separate; C. interrupt.
11. *put smb down* (5)  
 A. humiliate; B. cease; C. lower.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. Emma leaned close, her blue eyes blazing with excitement. (3)  
 A. С голубыми глазами, сверкавшими от волнения, Эмма наклонилась ближе.  
 B. Эмма наклонилась ближе с её голубыми глазами, горящими от волнения.  
 C. Эмма наклонилась ближе, и её голубые глаза засверкали от волнения.
13. Look, I don't want to sound like a goody-goody. (3)  
 A. Послушай, я не хочу показаться слишком хорошей.  
 B. Послушай, я не хочу показаться примерной девочкой.  
 C. Послушай, я не хочу показаться слишком послушной.

14. Mom and Dad don't want me to get spoiled, and they keep me on a really tight budget. (5)  
 A. Мама и папа не хотят портить меня и ограничивают мой бюджет.  
 B. Мама и папа не хотят баловать меня и не дают мне слишком много денег.  
 C. Мама и папа не хотят портить меня и ограничивают мои финансовые возможности.

## Text 6

Прочитайте текст и выполните послетекстовые задания.

(1) The wise old hunter was *crafty* enough not *to take her on* all by itself. It lifted its snout and howled in a chilling tone that sounded like Mom calling the kids to dinner. When it was answered by excited yipping, Buffy bounded to her feet and looked for an escape route. There was none. In every direction, all she saw were wild-eyed, snarling coyotes charging toward her! Buffy crouched in the graveyard. She saw a shadow move on her right, and she spun her left foot just in time to catch the pack leader before it could reach her throat. She kicked the old coyote a dozen feet into the bushes, then she leaped skyward as two more coyotes crashed under her feet. Landing on top of the dazed beasts, the Slayer pounded their jaws shut with flying fists. She looked around — still more were coming from every direction. They were all slashing teeth and smelly hair!

(2) Buffy did a cartwheel, kicking two of the coyotes, and she twirled like a hula hoop down the hill — straight into the mysterious grave. She crashed in a heap on top of the wilted flowers, and the coyotes howled with indignation. Their anguished cries brought her quickly back to her senses, and she staggered to her feet. With no other options and coyotes *bearing down on her*, Buffy started to run. Two feet weren't as good as four, and the pack of predators was closing in fast, snapping at her heels and calves. In desperation, Buffy leaped ten feet into the air and landed on top of one of the old mausoleums. She weaved back and forth, trying to get her footing on the slippery marble roof — it was raked at an angle like the roof on a real house.

(3) Coyotes could jump, too, and several of them came hurtling toward her. Buffy lashed out with her fists at the beasts, but they were wiry and quick — and hard to hit. She didn't dare use her feet, because she didn't want to lose her balance and tumble off her perch. Since she couldn't land a full punch, she hit the coyotes just hard enough to knock



them off course and send them spiraling to the ground. When they started leaping at her from all four sides at once, Buffy was forced to whirl around and kick with her feet. Twice she nearly fell into their deadly jaws, but she caught her balance at the last moment. The excitement of the hunt drove them into *a frenzy*, and they yipped and yapped as if Buffy were a cat caught in a tree. From a distance, it's entertaining to watch this behavior; but when you're the prey, it's no fun at all!

(4) With her lightning reflexes, Buffy was able to defend the roof of the mausoleum, but she never got a moment's rest from the enraged canines. Buffy quickly realized that a persistent attack would *wear* her down. There were enough attackers that some could take breathers, while she had to fight desperately every second. Her coordination and strength couldn't hold out forever! From her precarious perch, Buffy spotted another mausoleum two hundred feet away; she knew it well, and hated it. Inside that dreaded mausoleum was a secret passageway which led underground to a vampire lair. Who knows what's waiting there? With her feet slipping off the cold marble and her arms getting heavy from smashing at teeth and snouts, Buffy knew she had to do something fast. She dropped into a crouch, sprang forward, and leaped as far as she could off the roof of the mausoleum.

(5) She cleared the first ring of coyotes and landed next to one that was taking a rest. Instinctively, she grabbed the surprised canine by its bushy tail, swung him around, and threw him into the others. That slowed their *pursuit* by a second or two, which was all she wanted. Running all out, Buffy tore through the cemetery with the pack nipping at her heels. She could see her goal, the old mausoleum, shimmering in the fog. But would she make it? Sensing that she might escape, the coyotes made frantic leaps and landed on her back. Buffy stumbled and nearly went down under their wiry limbs and sharp claws, but she tossed them off like an ugly coat and ducked inside the tomb. Fighting back half a dozen snarling coyotes, Buffy leaned against the heavy marble door.

(From *Buffy the Vampire Slayer* by John Vorholt)

**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

- By laying the scene in the graveyard the author creates
  - a carefree and merry atmosphere;
  - a mysterious and sinister atmosphere;
  - a kind and concerned atmosphere.
- The description of Buffy's fight with the coyotes suggests that
  - Buffy was no ordinary girl;
  - Buffy was sure to lose sooner or later;
  - Buffy would rather run away.

- The author hints that the pack
  - was determined to tear Buffy to pieces;
  - would be glad to get any other prey;
  - was just having a lot of canine fun.
- By calling the girl the Slayer the author implies that
  - it was just her curious nickname;
  - she had an unusual character;
  - she was a young lady with unique talents.
- Buffy wasn't too eager to find shelter in the other mausoleum as
  - the coyotes were sure to follow her there;
  - she could face there a more serious danger;
  - the place didn't seem safe enough.

**Задания 6–8.** Определите значение указанного слова в тексте.

- |                         |               |             |               |
|-------------------------|---------------|-------------|---------------|
| 6. <i>crafty</i> (1)    | A. canine;    | B. cunning; | C. designing. |
| 7. <i>a frenzy</i> (3)  | A. mania;     | B. madness; | C. insanity.  |
| 8. <i>a pursuit</i> (5) | A. a pastime; | B. a race;  | C. a chase.   |

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

- |                              |               |            |               |
|------------------------------|---------------|------------|---------------|
| 9. <i>bear down on</i> (2)   | A. circle;    | B. punish; | C. come near. |
| 10. <i>take smb on</i> (1)   | A. challenge; | B. hit;    | C. accept.    |
| 11. <i>wear smb down</i> (4) | A. tire;      | B. defeat; | C. reduce.    |

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

- From a distance, it's entertaining to watch this behavior; but when you're the prey, it's no fun at all! (3)
  - Забавно смотреть на такое поведение издали, но если ты сам — добыча, то это вовсе не смешно!
  - Издали такое поведение смотрится забавно, но когда нападают на тебя самого, то это вовсе не смешно!
  - Забавно смотреть на такое поведение издали, но если ты сам — добыча, то тут уж не до смеха!



13. Her coordination and strength couldn't hold out forever! (4)  
 A. Ее владение своим телом и сила рано или поздно иссякнут!  
 B. Ее владение своим телом и сила не продлятся долго!  
 C. Ее координация и сила — это хорошо, но всему есть предел!
14. But would she make it? (5)  
 A. Но сможет ли она туда добраться?  
 B. Но сделает ли она это?  
 C. Но достигнет ли она этого?

## Text 7

Прочитайте текст и выполните послетекстовые задания.

(1) It had snowed all of Friday night, a fresh white covering for the graying snow already on the ground. Heather parked the car at the curb and crossed the street to the park, her boots sinking in over her ankles, making a pleasant crunching sound with each step. The air smelled clean and crisp and piney. Someone must have had a wood fire burning nearby. Heather *inhaled* the sweet, *tangy* aroma and smiled. Swan Park began on a gently sloping hill, which leveled into a wide, sweeping plateau with woods on the left and a small, oval-shaped lake on the right. Six or eight swans lived on the lake in the summer, which may have been the reason behind the park's name. The swans weren't there in the wintertime. Heather had always wondered where they went.

(2) She started up the low hill, which seemed much steeper because of the deep, slippery snow. There was no wind at all. Nothing moved. Heather suddenly felt as if she were in a painting of some kind, a painting of white on white, everything clean and pure, and unreal.

"Hey — Heather!" She looked up to see Snowman waving to her from the top of the hill. "Come on up. Isn't this great?" he called, kicking at the snow. He looks like a long, skinny colt, she thought. A colt with a long mane of white hair. She started to jog up the hill, slipping and sliding, but making steady progress. He took both her hands when she neared the top and pulled her the rest of the way, both of them slipping in a drift that came up to the top of their boots.

"So much snow", he said as Heather struggled to catch her breath. "I'm just glad of one thing. Glad I don't have to shovel it!"

They both laughed. His dark eyes sparkled like black coals against the bright white surroundings. Like snowman eyes, she thought. "Hey, this was a great idea, coming here today. I would've just stayed home and *moped around* the house".

(3) He *let go of* her hands and started walking toward the woods, the dark trees all bare except for the covering of snow on their branches.

Heather looked back to the lake. Several kids were having a snowball fight near the shore. Behind them, about a dozen people in bright reds and blues were ice-skating on the frozen lake. "It looks like a postcard or something", Heather said. "It's too bright and corny to be true".

"Maybe it isn't true", Snowman said mysteriously, and kept leading the way to the woods.

"What's that supposed to mean?" she asked, puzzled, hurrying to *catch up* with him.

(4) He didn't reply. "Hey, let's build a snowman", she said, clapping her gloves together, watching her white, steamy breath sail up against the blue sky. "I haven't built a snowman since I was a kid".

"Okay. Great idea", he said, grinning back at her.

"I remember once I built a snowman in the front yard and put one of Uncle James's old hats on it. When he came home, he was furious. He punished me for *ruining* his hat. Can you believe that? And I knew he hadn't worn the hat in years".

"He's a bad dude", Snowman said, shaking his head. He had a long red wool scarf wrapped around his neck outside his overcoat.

"Where are we going?" Heather asked, realizing they were entering the woods.

"Just keep going", he said, ducking his head to avoid walking into a low tree branch.

"But we can't build a snowman in the woods", she protested. "Come on — turn around. Let's build it down there, closer to the lake".

"I know a secret place", he said quietly.

(From *Snowman* by R. L. Stine)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

- The city park had its name thanks to
  - some plant species typical of it;
  - an ancient legend;
  - some species inhabiting it.
- Heather and Snowman treated each other
  - in a friendly manner;
  - like two business colleagues;
  - like two strangers.
- In Paragraph 3, the description of the park resembles
  - a book illustration;
  - a Christmas postcard;
  - an old engraving.



4. In Paragraph 4, the author implies that Heather's childhood was  
 A. ordinary;  
 B. idyllic;  
 C. far from happy.
5. That day the girl felt  
 A. ill at ease;  
 B. happy and carefree;  
 C. alert and watchful.

Задания 6–8. Определите значение указанного слова в тексте.

6. *inhale* (1)  
 A. swallow;                      B. smell;                      C. breathe in.
7. *tangy* (1)  
 A. sharp;                      B. sour;                      C. bitter.
8. *ruin* (4)  
 A. spoil;                      B. disfigure;                      C. destroy.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *mope around* (2)  
 A. be bored;                      B. sulk;                      C. worry.
10. *let go of smth* (3)  
 A. give up;                      B. forget;                      C. stop holding on.
11. *catch up* (3)  
 A. keep pace with;                      B. seize;                      C. fasten.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. It had snowed all of Friday night, a fresh white covering for the gray-  
 ing snow already on the ground. (1)  
 A. Всю ночь с пятницы на субботу шел снег, и свежее белое покрывало скрывало серый снег на земле.  
 B. Всю ночь с пятницы на субботу мело, и свежий белый снег скрывал серый на земле.  
 C. Шел снег в ночь с пятницы на субботу, замаскировавший старый серый снег на земле.

13. Heather had always wondered where they went. (1)  
 A. Хэзер всегда спрашивала себя, куда они девались.  
 B. Хэзер всегда было интересно, куда они девались.  
 C. Хэзер всегда было интересно, где они зимовали.
14. His dark eyes sparkled like black coals against the bright white surroundings. (2)  
 A. Его темные глаза сверкали как черные угольки на ярко-белом фоне.  
 B. Его темные глаза сверкали как черные угольки на фоне ярко-белого снега.  
 C. Его темные глаза поблескивали как черные угольки на ярко-белом фоне.

## Text 8

Прочитайте текст и выполните послетекстовые задания.

(1) At the start-of-term banquet, Harry had gotten the idea that Professor Snape disliked him. By the end of the first Potions lesson, he knew he'd been wrong. Snape didn't dislike Harry – he hated him. Potions lessons took place down in one of the dungeons. It was colder here than up in the main castle, and would have been quite *creepy* enough without the pickled animals floating in glass jars all around the walls.

(2) Snape started the class by taking the roll call, pausing at Harry's name. "Ah, yes", he said softly, "Harry Potter. Our new – celebrity".

Draco Malfoy and his friends Crabbe and Goyle sniggered behind their hands. Snape finished calling the names and looked up at the class. His eyes were black like Hagrid's, but they had none of Hagrid's warmth. They were cold and empty and made you think of dark tunnels.

"You are here to learn the *subtle* science and exact art of potion-making", he began. He spoke in barely more than a whisper, but they caught every word – Snape had the gift of keeping a class silent without effort. "As there is little foolish wand-waving here, many of you will hardly believe this is magic. I don't expect you will really understand the beauty of the softly simmering cauldron with its shimmering fumes, the delicate power of liquids that creep through human veins, *bewitching* the mind, ensnaring the senses. ... I can teach you how to bottle fame, brew glory, even stopper death – if you aren't as big a bunch of dunderheads as I usually have to teach".

More silence followed this little speech. Harry and Ron exchanged looks with raised eyebrows. Hermione Granger was on the edge of her seat and looked desperate to start proving that she wasn't a dunderhead.



(3) "Potter!" said Snape suddenly. "What would I get if I added powdered root of asphodel to an infusion of wormwood?"

Powdered root of what to an infusion of what? Harry glanced at Ron, who looked as stumped as he was; Hermione's hand had shot into the air.

"I don't know, sir", said Harry.

Snape's lips curled into a sneer. "Fame clearly isn't everything". He ignored Hermione's hand.

"Let's try again. Potter, where would you look if I told you to find me a bezoar?"

Hermione stretched her hand as high into the air as it would go without her leaving her seat, but Harry didn't have the faintest idea what a bezoar was. He tried not to look at Malfoy, Crabbe, and Goyle, who were shaking with laughter.

"I don't know, sir".

"Thought you wouldn't open a book before coming, eh, Potter?"

Harry forced himself to keep looking straight into those cold eyes. He had *looked through* his books but did Snape expect him to remember everything in *One Thousand Magical Herbs and Fungi*?

(4) Snape *was* still *taking no notice of* Hermione's quivering hand.

"What is the difference; Potter, between monkshood and wolfsbane?"

At this, Hermione stood up, her hand stretching toward the dungeon ceiling.

"I don't know", said Harry quietly. "I think Hermione does, though, why don't you try her?"

A few people laughed; Harry caught Seamus's eye, and Seamus winked. Snape, however, was not pleased.

"Sit down", he *snapped at* Hermione.

(From *Harry Potter and the Sorcerer's Stone* by J. K. Rowling)

**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. The author implies that Professor Snape detested Harry  
A. because of the boy's unpleasant nature;  
B. for no obvious reason;  
C. out of habit.
2. Professor Snape's speech about the science he was teaching characterizes him as  
A. boastful and arrogant;  
B. dedicated and professional;  
C. disillusioned and bitter.

3. In Paragraph 3, the sentence "Fame clearly isn't everything" sounds  
A. envious and mean;  
B. encouraging and friendly;  
C. sarcastic and mocking.

4. The readers can come to the conclusion that Hermione  
A. acted like a real show-off;  
B. was a know-all;  
C. tried to give Harry a helping hand.

5. In the teacher-pupil confrontation the boy managed to retain his  
A. dignity;  
B. sense of humour;  
C. imagination.

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *creepy* (1)  
A. dark; B. frightening; C. cheerful.
7. *subtle* (2)  
A. complicated; B. indefinite; C. practical.
8. *bewitch* (2)  
A. charm; B. attract; C. enchant.

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *look through* (3)  
A. oversee; B. learn; C. examine.
10. *take no notice of* (4)  
A. pay no attention; B. dislike; C. despise.
11. *snap at* (4)  
A. growl; B. shout; C. hiss.

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

12. Snape didn't dislike Harry – he hated him. (1)  
A. Снейп не просто невлюбил Гарри – он его возненавидел.  
B. Гарри вызывал у Снейпа не просто не любовь, а ненависть.  
C. Чувство, которое Снейп испытывал к Гарри, было не просто неприязню, а ненавистью.



13. As there is little foolish wand-waving here, many of you will hardly believe this is magic. (2)
- A. Поскольку вам не придется здесь глупо махать волшебными палочками, лишь немногие из вас поверят в это волшебство.
- B. Поскольку вам не придется здесь тупо махать волшебными палочками, лишь немногие из вас поверят, что это волшебство.
- C. Поскольку вам не придется здесь бездумно махать волшебными палочками, лишь немногие из вас поймут, что это магия.
14. Harry forced himself to keep looking straight into those cold eyes. (3)
- A. Гарри вынудил себя продолжать смотреть в эти холодные глаза.
- B. Гарри заставил себя глядеть прямо в эти холодные глаза.
- C. Гарри уговорил себя продолжать смотреть в эти холодные глаза.

### Text 9

Прочитайте текст и выполните послетекстовые задания.

(1) "Not for me", said Peter. "I'm going to explore in the house". Everyone agreed to this and that was how the adventures began. It was the sort of house that you never seem to come to the end of, and it was full of unexpected places. The first few doors they tried led only into spare bedrooms, as everyone had expected that they would; but soon they came to a very long room full of pictures, and there they found a suit of armour; and after that was a room all hung with green, with a harp in one corner; and then came three steps down and five steps up, and then a kind of little upstairs hall and a door that led out on to a balcony, and then a whole series of rooms that led into each other and were lined with books – most of them very old books and some bigger than a Bible in a church.

(2) And shortly after that they looked into a room that was quite empty except for one big wardrobe; the sort that has a looking-glass in the door. There was nothing else in the room at all except a dead bluebottle on the window-sill. "Nothing there!" said Peter, and they all trooped out again – all except Lucy. She *stayed behind* because she thought it would be *worthwhile* trying the door of the wardrobe, even though she felt almost sure that it would be locked. To her surprise it opened quite easily, and two mothballs dropped out. Looking into the inside, she saw several coats hanging up – mostly long fur coats. There was nothing Lucy liked so much as the smell and feel of fur. She immediately stepped into the wardrobe and got in among the coats and rubbed her face against them,

leaving the door open, of course, because she knew that it is very foolish to shut oneself into a wardrobe.

(3) Soon she went further in and found that there was a second row of coats hanging up behind the first one. It was almost quite dark in there and she kept her arms stretched out in front of her so as not to *bump* her face *into* the back of the wardrobe. She took a step further in – then two or three steps – always expecting to feel woodwork against the tips of her fingers. But she could not feel it. "This must be a simply *enormous* wardrobe!" thought Lucy, going still further in and pushing the soft folds of the coats aside to make room for her. Then she noticed that there was something crunching under her feet. "I wonder is that more mothballs?" she thought, stooping down to feel it with her hand. But instead of feeling the hard wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold. "This is very queer", she said, and went on a step or two further.

(4) Next moment she found that what was rubbing against her face and hands was no longer soft fur but something hard and rough and even prickly. "Why, it is just like branches of trees!" exclaimed Lucy. And then she saw that there was a light ahead of her; not a few inches away where the back of the wardrobe ought to have been, but a long way off. Something cold and soft was falling on her. A moment later she found that she was standing in the middle of a wood at night-time with snow under her feet and snowflakes falling through the air.

(5) Lucy felt a little frightened, but she felt very *inquisitive* and excited as well. She looked back over her shoulder and there, between the dark tree-trunks she could still see the open doorway of the wardrobe and even could catch a glimpse of the empty room from which she had *set out*. It seemed to be still daylight there. She began to walk forward through the wood towards the other light. In about ten minutes she reached it and found it was a lamp-post. As she stood looking at it wondering why there was a lamp-post in the middle of a wood, she heard a pitter-patter of feet coming towards her. And soon after that a very strange person stepped out from among the trees into the light of the lamp-post.

(From *The Chronicles of Narnia* by C.S. Lewis)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

1. The author implies that Lucy was
- A. curious and imaginative;
- B. idle and passive;
- C. interfering and nosy.



2. Lucy continued examining the wardrobe because she  
 A. was looking for another way out;  
 B. wanted to choose a fur coat for herself;  
 C. was fond of fur coats.
3. In Paragraph 3, the sentence "But instead of feeling the hard wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold" implies that Lucy felt  
 A. indifferent;  
 B. shocked;  
 C. puzzled.
4. While exploring the forest Lucy was trying  
 A. to prolong her unusual experience;  
 B. to calm down;  
 C. to find a good reason to return.
5. When Lucy reached the lamp-post, she heard somebody  
 A. driving by;  
 B. running along;  
 C. limping nearby.

Задания 6–8. Определите значение указанного слова в тексте.

6. *worthwhile* (2)  
 A. valuable;                      B. important;                      C. rewarding.
7. *enormous* (3)  
 A. immense;                      B. tiny;                      C. stretched.
8. *inquisitive* (5)  
 A. interesting;                      B. catching;                      C. curious.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *stay behind* (2)  
 A. lag behind;                      B. drop behind;                      C. leave.
10. *bump into* (3)  
 A. encounter;                      B. face;                      C. crush into.
11. *set out* (5)  
 A. go;                      B. settle;                      C. depart.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. There was nothing Lucy liked so much as the smell and feel of fur. (2)  
 A. Не было ничего, что бы нравилось Люси так же, как запах и чувство меха.  
 B. Больше всего на свете Люси нравился запах и ощущение меха.  
 C. Ничто не нравилось Люси так же сильно, как запах и прикосновение меха к коже.
13. But instead of feeling the hard wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold. (3)  
 A. Но вместо ощущения твердого деревянного пола под ногами, она почувствовала нечто мягкое, воздушное и очень холодное.  
 B. Но вместо того чувства деревянного пола под ногами, она ощутила нечто мягкое, воздушное и очень холодное.  
 C. Но вместо того, чтобы ощутить твердый пол под ногами, она ощутила что-то мягкое, рыхлое и ужасно холодное.
14. In about ten minutes she reached it and found it was a lamp-post. (5)  
 A. Минут через десять она подошла к нему и обнаружила, что это фонарный столб.  
 B. Где-то через десять минут она дотянулась до него и обнаружила, что это фонарь.  
 C. Где-то через десять минут она подошла к нему и обнаружила, что это был свет фонарного столба.

## Text 10

Прочитайте текст и выполните послетекстовые задания.

(1) It made Peter quite helpless. He could only stare, horrified. Every child is affected thus the first time he is treated unfairly. After you have been unfair to him he will love you again, but he will never afterwards be quite the same boy. No one ever gets over the first unfairness; no one except Peter. He often met it, but he always forgot it. So when he met it now it was like the first time; and he could just stare, helpless. Twice the iron hand clawed him. A few minutes afterwards the other boys saw Hook in the water striking wildly for the ship; no elation on his face now, only white fear, for the crocodile was in dogged *pursuit* of him. On ordinary occasions the boys would have swum alongside cheering; but now



they were uneasy, for they had lost both Peter and Wendy. They found the dinghy and went home in it, shouting, "Peter, Wendy", as they went. "They must be swimming back or flying", the boys concluded. They were not very anxious, they had such faith in Peter.

(2) When their voices *died away* there came cold silence over the lagoon, and then a feeble cry, "Help, help!" Two small figures were beating against the rock; the girl had fainted and lay on the boy's arm. With a last effort Peter *pulled her up* the rock and then lay down beside her. Even as he also fainted he saw that the water was rising. He knew that they would soon be drowned. As they lay side by side a mermaid caught Wendy at the feet, and began pulling her softly into the water. Peter, feeling her slip from him, woke with a start, and was just in time *to draw her back*. But he had to tell her the truth.

"We are on the rock, Wendy", he said, "but it is growing smaller. Soon the water will be over it".

She did not understand even now. "We must go", she said almost brightly.

"Yes", he answered faintly.

"Shall we swim or fly, Peter?" He had to tell her.

"Do you think you could swim or fly as far as the island, Wendy, without my help?" She had to admit that she was too tired. He moaned.

"What is it?" she asked, anxious about him at once.

"I can't help you, Wendy. Hook wounded me. I can neither fly nor swim".

"Do you mean we shall both be drowned?"

"Look how the water is rising".

(3) They put their hands over their eyes to shut out the sight. As they sat thus something brushed against Peter as light as a kiss. It was the tail of a kite, which Michael had made some days before. It had torn itself out of his hand and floated away. "Michael's kite", Peter said without interest, but the next moment he had seized the tail, and was pulling the kite towards him. "It lifted Michael off the ground", he cried, "why should it not carry you?"

"Both of us!"

"It can't lift two; Michael and Curly tried".

"Let us draw lots", Wendy said bravely.

"And you a lady; never". Already he had tied the tail round her. She clung to him; she refused to go without him; but with a 'Good-bye, Wendy,' he pushed her from the rock; and in a few minutes she was borne out of his sight. Peter was alone on the lagoon.

(4) The rock was very small now; soon it would be submerged. Pale rays of light tiptoed across the waters; and by and by there was to be heard

a sound at once the most musical and the most melancholy in the world; the mermaids calling to the moon. Peter was not quite like other boys; but he was afraid at last. A *tremor* ran through him, like a shudder passing over the sea; but on the sea one shudder follows another till there are hundreds of them, and Peter felt just the one. Next moment he was standing erect on the rock again, with that smile on his face and a drum beating within him. It was saying, "To die will be an awfully big adventure".

(5) Steadily the waters rose till they were nibbling a feet; and to pass the time until they made their gulp, he watched the only thing moving on the lag. He thought it was a piece of floating paper, perhaps of the kite, and wondered idly how long it would take to drift ashore. Presently he noticed as an odd thing that it was out upon the lagoon with some definite pose, for it was fighting the tide, and when it won, Peter could not help clapping. It was not really a piece of paper; it was a huge bird, making desperate efforts to reach Peter by working her wings. But by the time Peter recognized her she was very *exhausted*. She had come to save him which was really sweet of her for though he had been nice to he had also sometimes tormented her.

(From *Peter Pan* by James Barrie)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

- In Paragraph 1, the author implies that every child when treated unfairly  
A. dreams of revenge;  
B. feels irresolute;  
C. is cut to the quick.
- The boys didn't worry about Peter and Wendy much and were in good mood because  
A. their belief in Peter was beyond doubt;  
B. they got a chance not to go to bed on time;  
C. they were happy to be rid of Peter and Wendy.
- In Paragraph 3, the author shows Peter as  
A. a self-conceited person;  
B. a self-contained person;  
C. a selfless person.
- In Paragraph 4, the author creates the atmosphere of  
A. malice;  
B. indignation;  
C. despair.



5. At the end of the passage the author hints that Peter  
A. will be rescued;  
B. will perish;  
C. will be kidnapped by the bird.

Задания 6–8. Определите значение указанного слова в тексте.

6. *a pursuit* (1)  
A. a chase;                      B. a race;                      C. a game.
7. *a tremor* (4)  
A. a shudder;                      B. a vibration;                      C. a gesture.
8. *exhausted* (5)  
A. tired;                      B. bored;                      C. weak.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *die away* (2)  
A. disappear;                      B. desert;                      C. disperse.
10. *pull up* (2)  
A. move;                      B. lift;                      C. push.
11. *draw back* (2)  
A. pull back;                      B. retreat;                      C. attract.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. After you have been unfair to him he will love you again, but he will never afterwards be quite the same boy. (1)  
A. После того, как вы поступите с ним несправедливо, он полюбит вас снова, но никогда после он не будет тем же мальчиком.  
B. После того, как вы были нечестны по отношению к нему, он влюбится снова, но он уже никогда не будет прежним мальчиком.  
C. После того, как вы поступите с ним несправедливо, он будет продолжать вас любить, но уже никогда не будет прежним мальчиком.
13. They put their hands over their eyes to shut out the sight. (3)  
A. Они закрыли глаза руками, чтобы не видеть происходящее.  
B. Они положили руки на глаза, чтобы не видеть.  
C. Они закрыли глаза руками, чтобы не видеть взгляда.

14. Peter was not quite like other boys; but he was afraid at last. (4)  
A. Питер не был похож на других детей, но и он в конце концов испугался.  
B. Питер не был таким же спокойным, как другие дети, но и он в конце концов испугался.  
C. Питер не был похож на других детей, но и он боялся в прошлый раз.

## Text 11

Прочитайте текст и выполните послетекстовые задания.

(1) She was so cold and hungry and tired that her face began to have a pinched look, and now and then some kind-hearted person passing her in the street glanced at her with sudden sympathy. But she did not know that. She hurried on, trying to make her mind think of something else. It was really very necessary. But this time it was harder than she had ever found it, and once or twice she thought it almost made her more cold and hungry instead of less so. But she *persevered* obstinately, and as the muddy water squelched through her broken shoes and the wind seemed trying to drag her thin jacket from her, she talked to herself as she walked, though she did not speak aloud or even move her lips. 'Suppose I had dry clothes on', she thought. 'Suppose I had good shoes and a long, thick coat and a whole umbrella. And suppose — suppose just when I was near a baker's where they sold hot buns, I should find sixpence which belonged to nobody. Suppose, if I did, I should go into the shop and buy six of the hottest buns and eat them all without stopping'.

(2) Some very *odd* things happen in this world sometimes. It certainly was an odd thing that happened to Sara. She had to cross the street just when she was saying this to herself. She picked her way as carefully as she could; she had to look down at her feet and the mud, and in looking down she saw something shining in the gutter. It was actually a piece of silver — a tiny piece trodden upon by many feet, but still with spirit enough left to shine a little. Not quite a sixpence, but the next thing to it — a fourpenny piece. In one second it was in her cold little red-and-blue hand. "Oh", she gasped, "it is true! It is true!"

(3) Then she looked straight at the shop directly facing her. And it was a baker's shop, and a cheerful, stout, motherly woman was putting into the window a tray of delicious newly-baked hot buns, fresh from the oven — large, shiny buns, with currants in them. It almost made Sara feel faint for a few seconds — the shock, and the sight of the buns, and the delightful *odours* of warm bread floating up through the baker's cellar



window. She knew she need not hesitate to use the little piece of money. "But I'll go and ask the baker woman if she has lost anything", she said to herself, rather faintly. So she crossed the pavement and put her wet foot on the step. As she did so she saw something that made her stop.

(4) It was a little figure more forlorn even than herself – a little figure which was not much more than a bundle of rags, from which small, bare, red, muddy feet peeped out. Above the rags appeared a shock head of tangled hair, and a dirty face with big, hollow, hungry eyes. Sara knew they were hungry eyes the moment she saw them, and she felt a sudden sympathy. "This", she said to herself, with a little sigh, "is one of the people – and she is hungrier than I am".

The child stared up at Sara, and *shuffled* herself *aside* a little, so as to give her room to pass. She was used to being made to give room to everybody. She knew that if a policeman chanced to see her he would tell her to 'move on'. Sara clutched her little four penny piece and hesitated a few seconds. Then she spoke to her.

"Are you hungry?" she asked. The child shuffled herself and her rags a little more.

"Ain't I just?" she said in a hoarse voice. "Just ain't I?"

"Haven't you had any dinner?" said Sara.

"No dinner. Nor yet no breakfast – nor yet no supper. No nothin'."

"Since when?" asked Sara.

"Dunno. Never got nothin' today – nowhere. I've asked an' asked".

Just to look at her made Sara more hungry and faint. "If I'm a princess..." she was saying, "when princesses were poor and driven from their thrones they always shared with the people if they met one poorer and hungrier than themselves. Buns are a penny each. If it had been sixpence I could have eaten six. It won't be enough for either of us. But it will be better than nothing".

(5) "Wait a minute", she said to the beggar child. She went into the shop. The woman was just going to put some more hot buns into the window.

"If you please", said Sara, "have you lost four-pence – a silver four-pence?" And she held the forlorn little piece of money out to her. The woman looked at it and then at her – at her intense little face and torn, once fine clothes. "Bless us, no!" she answered. "Did you find it?"

"Yes", said Sara. "In the gutter".

"Keep it, then", said the woman. "It may have been there for a week, and goodness knows who lost it. You could never *find out*."

"I know that", said Sara, "but I thought I would ask you".

"Not many would", said the woman, looking puzzled and interested and good-natured all at once. "Do you want to buy something?" she added, as she saw Sara glance at the buns.

"Four buns, if you please", said Sara. "Those at a penny each".

The woman went to the window and put some in a paper bag. Sara noticed that she put in six.

(From *Little Princess* by Frances Burnett)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

- The author implies that in order not to think about hunger Sara was trying  
A. to distract herself;  
B. to pretend being a well-to-do person;  
C. not to look into shop windows.
- The author hints that from time to time  
A. people can get good clothes out of nowhere;  
B. people can make a profit helping others;  
C. miracles happen in our life.
- The author describes Sara as  
A. a girl extraordinary in all respects;  
B. a cautious and thoughtful person;  
C. a merciful and considerate person.
- Sara realized that the coin she found  
A. was enough to buy a snack;  
B. was hardly enough to buy bread for each of them;  
C. was enough to appease hunger for both the girls.
- Because of Sara's behavior, the woman in the shop was  
A. at a loss;  
B. bewildered;  
C. touched.

Задания 6–8. Определите значение указанного слова в тексте.

- persevere* (1)  
A. carry on;                      B. give up;                      C. move on.
- odd* (2)  
A. occasional;                      B. unusual;                      C. incidental.
- an odour* (3)  
A. a smell;                      B. a taste;                      C. a sight.



Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *shuffle aside* (4)

- A. step aside;                      B. look sideways;                      C. side with.

10. *move on* (4)

- A. travel;                              B. step on;                              C. disappear.

11. *find out* (5)

- A. seek;                                B. learn;                                C. study.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. She had to cross the street just when she was saying this to herself. (2)

- A. Она переходила улицу, когда говорила это себе.  
B. Когда она говорила это себе, ей пришлось перейти улицу.  
C. Именно тогда, когда она говорила это себе, ей нужно было перейти улицу.

13. Then she looked straight at the shop directly facing her. (2)

- A. Затем она посмотрела прямо на магазин, который был перед ней.  
B. И она смотрела на магазин перед ней.  
C. Затем она посмотрела на магазин, который стоял лицом к ней.

14. Just to look at her made Sara more hungry and faint. (4)

- A. Просто взгляд на нее заставил Сару быть голодной и слабой.  
B. При одном взгляде на нее Сара почувствовала еще больший голод и слабость.  
C. Посмотрев на нее, Сара стала еще более голодной и слабой.

## Text 12

Прочитайте текст и выполните послетекстовые задания.

(1) Harry woke at five o'clock the next morning and was too excited and nervous to go back to sleep. He got up and *pulled on* his jeans because he didn't want to walk into the station in his wizard's robes – he'd change on the train. He checked his Hogwarts list yet again to make sure he had everything he needed, saw that Hedwig, the owl, was shut safely in her cage, and then paced the room, waiting for the Dursleys to get

up. Two hours later, Harry's huge, heavy trunk had been loaded into the Dursleys' car, Aunt Petunia had talked Dudley into sitting next to Harry, and they had *set off*.

(2) They *reached* King's Cross at half past ten. Uncle Vernon dumped Harry's trunk onto a cart and wheeled it into the station for him. Harry thought this was strangely kind until Uncle Vernon stopped dead, facing the platforms with a nasty grin on his face.

"Well, there you are, boy. Platform nine – platform ten. Your platform should be somewhere in the middle, but they don't seem to have built it yet, do they?" He was quite right, of course. There was a big plastic number nine over one platform and a big plastic number ten over the one next to it, and in the middle, nothing at all.

"Have a good term", said Uncle Vernon with an even nastier smile. He left without another word. Harry turned and saw the Dursleys drive away. All three of them were laughing. Harry's mouth went rather dry. What on earth was he going to do? He was starting to attract a lot of funny looks, because of Hedwig, his pet owl. He'd have to ask someone.

(3) He stopped a passing guard, but didn't dare mention platform nine and three-quarters. The guard had never heard of Hogwarts and when Harry couldn't even tell him what part of the country it was in, he started to get *annoyed*, as though Harry was being stupid on purpose. Getting desperate, Harry asked for the train that left at eleven o'clock, but the guard said there wasn't one. In the end the guard strode away, muttering about time wasters. Harry was now trying hard not to panic. According to the large clock over the arrivals board, he had ten minutes left *to get on* the train to Hogwarts and he had no idea how to do it; he was stranded in the middle of a station with a trunk he could *hardly* lift, a pocket full of wizard money, and a large owl. Hagrid must have forgotten to tell him something you had to do, like tapping the third brick on the left to get into Diagon Alley and the magic world. He wondered if he should get out his wand and start tapping the ticket inspector's stand between platforms nine and ten.

(4) At that moment a group of people passed just behind him and he caught a few words of what they were saying.

"– packed with Muggles, of course –"

Harry swung round. It was a plump woman who was talking to four boys, all with flaming red hair. Each of them was pushing a trunk like Harry's in front of him – and they had an owl. Heart hammering, Harry pushed his cart after them. They stopped and so did he, just near enough to hear what they were saying.

"Now, what's the platform number?" said the boys' mother. "Nine and three-quarters!" piped a small girl, also red-headed, who was holding her hand, "Mom, can't I go ..."

(From *Harry Potter and the Sorcerer's Stone* by J. K. Rowling)



**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. The author implies that Harry  
A. was looking forward to going to Hogwarts;  
B. was actually reluctant to go to Hogwarts;  
C. was trying to avoid going there with Uncle Vernon.
2. Uncle Vernon's behavior testifies to the fact that he was  
A. a gracious and forgiving person;  
B. an immoderate and boastful person;  
C. an ill-natured and mean person.
3. At the station Harry was at a loss because  
A. the guard didn't pay any attention to him;  
B. Uncle Vernon had brought him to the wrong platform and left him there;  
C. nobody could help him find the platform he needed.
4. Standing there at the platform, Harry looked  
A. quite commonplace;  
B. rather out of place;  
C. absolutely beautiful;
5. The events in paragraph 4 indicate that Harry  
A. got an unexpected clue;  
B. found a solution by himself;  
C. remained at the station.

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *reach* (2)  
A. stretch;                      B. achieve;                      C. arrive.
7. *annoyed* (3)  
A. nervous;                      B. irritated;                      C. calm.
8. *hardly* (3)  
A. a lot;                          B. scarcely;                      C. a little.

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *pull on* (1)  
A. get on;                          B. wear;                          C. put on.
10. *set off* (1)  
A. move;                          B. depart;                          C. arrange.

11. *get on* (3)

- A. board;                          B. find;                          C. deal with.

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

12. Harry woke at five o'clock the next morning and was too excited and nervous to go back to sleep. (1)  
A. В пять часов утра Гарри проснулся и уже не смог заснуть, так как был слишком нервным и переживал.  
B. На следующее утро Гарри проснулся в пять часов и уже не смог уснуть от волнения и переживаний.  
C. На следующее утро Гарри проснулся в пять часов утра и был слишком взволнован, чтобы уснуть.
13. What on earth was he going to do? (2)  
A. Черт возьми, что ему было делать?  
B. Что он делал на земле?  
C. Куда он, черт возьми, пошел?
14. It was a plump woman who was talking to four boys, all with flaming red hair. (4)  
A. Это оказалась полная женщина, которая обращалась к четырем мальчикам, все с волосами рыжего цвета.  
B. Это была полная женщина, которая разговаривала с четырьмя мальчиками, все рыжеволосые.  
C. Это была полная женщина, которая разговаривала с четырьмя мальчиками, и волосы всех полыхали рыжим.

## Text 13

Прочитайте текст и выполните послетекстовые задания.

(1) They opened the door of the warm house, the sounds of the town dying slowly in their ears. As they shut the door, the phone began to ring. "The call!" cried Janice, running. Leonora came into the bedroom after her and already Janice had the receiver up and was saying, "Hello, hello!" And the operator in a far city was readying the immense apparatus which would tie two worlds together, and the two women waited; one sitting and pale, the other standing, but just as pale, bent toward her. There was a long pause, full of stars and time, a waiting pause not unlike the last three years for all of them. And now the moment had arrived, and it was Janice's turn to phone through millions upon millions of miles of meteors and comets, running away from the yellow sun which might boil



or burn her words. But her voice went like a silver needle across the big night, *reverberating* from the moons of Mars.

(2) And then her voice found its way to a man in a room in a city there on another world, five minutes by radio away. And her message was this: "Hello, Will. This is Janice!" She swallowed. "They say I haven't much time. A minute". She closed her eyes. "I want to talk slow, but they say talk fast and get it all in. So I want to say – I've decided. I will *come up* there. I'll go on the Rocket tomorrow. I will come up there to you, after all. And I love you. I hope you can hear me. I love you. It's been so long..."

Her voice motioned on its way to that unseen world. Now, with the message sent, the words said, she wanted to *call* them *back*, to censor, to rearrange them, to make a prettier sentence, a fairer explanation of her soul. But already the words were hung between planets and if, by some cosmic radiation, they could have been illuminated, caught fire in vaporous wonder there, her love would have lit a dozen worlds and startled the night side of Earth into a premature *dawn*, she thought. Now the words were not hers at all, they belonged to space, they belonged to no one until they arrived, and they were traveling at one hundred and eighty-six thousand miles a second to their destination.

(3) "What will he say to me? What will he say back in his minute of time?" she wondered. She fussed with and *twisted* the watch on her wrist, and the light-phone receiver on her ear crackled and space talked to her with electrical jigs. "Has he answered?" whispered Leonora. "Shhhl", said Janice, bending, as if sick. Then his voice came through space. "I hear him!" cried Janice. "What does he say?"

The voice called out from Mars and took itself through the places where there was no sunrise or sunset, but always the night with a sun in the middle of the blackness. And somewhere between Mars and Earth everything of the message was lost, perhaps in a sweep of electrical gravity rushing by on the flood tides of a meteor, or interfered with by a rain of silver meteors. In any event, the small words and the unimportant words of the message were *washed away*. And his voice came through saying only one word: "...love..."

(4) After that there was the huge night again and the sound of stars turning and suns whispering to themselves and the sound of her heart, like another world in space, filling her earphones. "Did you hear him?" asked Leonora. Janice could only nod. "What did he say, what did he say?" cried Leonora. But Janice could not tell anyone; it was much too good to tell. She sat listening to that one word again and again, as her memory played it back. She sat listening, while Leonora took the phone away from her without her knowing it and put it down upon its hook.

(From *The Wilderness* by Ray Bradbury)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

- The readers can conclude that Janice  
A. was looking forward to communicating with someone;  
B. was expecting somebody to call for her;  
C. was hoping to receive an important business call.
- During the conversation Janice's behavior can be described as  
A. emotional;  
B. reasonable;  
C. fussy.
- The talk between Janice and her beloved was interrupted because  
A. Leonora suddenly hung up;  
B. the distance between them was too big and the signal was lost;  
C. the apparatus connecting the two worlds together broke down.
- The author implies that Leonora was  
A. not indifferent to Janice's beloved;  
B. jealous of Janice and her fate;  
C. truly concerned with Janice's affairs.
- The given selection can be referred to the genre of  
A. science fiction;  
B. fantasy;  
C. fairy-tale.

Задания 6–8. Определите значение указанного слова в тексте.

- |                           |           |             |               |
|---------------------------|-----------|-------------|---------------|
| 6. <i>reverberate</i> (1) | A. sound; | B. reflect; | C. echo.      |
| 7. <i>dawn</i> (2)        | A. star;  | B. sunrise; | C. sunset.    |
| 8. <i>twist</i> (3)       | A. turn;  | B. curve;   | C. switch on. |

Задания 9–11. Определите значение указанного фразового глагола в тексте.

- |                         |              |               |               |
|-------------------------|--------------|---------------|---------------|
| 9. <i>call back</i> (2) | A. remember; | B. ring back; | C. take back. |
| 10. <i>come up</i> (2)  | A. rise;     | B. visit;     | C. travel.    |



11. *wash away* (3)

A. remove;

B. disappear;

C. destroy.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. They opened the door of the warm house, the sounds of the town dying slowly in their ears. (1)

A. Они открыли дверь теплого дома, и звуки города стали медленно затихать.

B. Они открыли дверь теплого дома, и звуки города медленно исчезали из ушей.

C. Они открыли дверь теплого дома, и звуки города медленно умирали.

13. Now the words were not hers at all, they belonged to space, they belonged to no one until they arrived... (2)

A. Сейчас слова были не ее вообще, они принадлежали космосу, они никому не принадлежали до тех пор, пока не прибыли...

B. Сейчас слова ей не принадлежали, они принадлежали космосу, они были ничьи до тех пор, пока не достигли адресата...

C. Сейчас слова ей не принадлежали, они принадлежали космосу, они были ничьи до тех пор, пока не долетели...

14. She sat listening, while Leonora took the phone away from her without her knowing it and put it down upon its hook. (4)

A. Она сидела и слушала, и не заметила, как Леонора забрала у нее трубку и положила на рычаг.

B. Она сидела, слушая, в то время как Леонора забрала у нее телефон, а она и не заметила, и положила трубку.

C. Она сидела и слушала, в это время Леонора взяла у нее телефон, а она и не знала, и положила трубку.

### Text 14

Прочитайте текст и выполните послетекстовые задания.

(1) It took Harry several days to get used to his strange new freedom. Never before had he been able to get up whenever he wanted or eat whatever he *fancied*. He could even go wherever he pleased, as long as it was in Diagon Alley, and as this long cobbled street was packed with the most fascinating wizarding shops in the world, Harry felt no desire to break his word to the Minister and stray back into the world of ordinary people, not very kind to him.

(2) Harry ate breakfast each morning in the Leaky Cauldron, where he liked watching the other guests: funny little witches from the country, up for a day's shopping; venerable-looking wizards arguing over the latest article in *Transfiguration Today*, wild-looking warlocks; raucous dwarfs; and once, what looked suspiciously like a hag, who ordered a plate of raw liver from behind a thick woollen balaclava. After breakfast Harry would go out into the backyard, take out his wand, tap the third brick from the left above the trash bin, and *stand back* as the archway into Diagon Alley opened in the wall.

(3) Harry spent the long sunny days *exploring* the shops and eating under the brightly colored umbrellas outside cafes, where his fellow diners were showing one another their purchases or else discussing the case of Sirius Black. Most agreed they wouldn't let any of their children out alone until he was back in Azkaban, the wizard prison. Harry didn't have to do his homework under the blankets by flashlight anymore; now he could sit in the bright sunshine outside Florean Fortescue's Ice Cream Parlor, finishing all his essays with occasional help from Florean Fortescue himself, who, apart from knowing a great deal about medieval witch burnings, gave Harry free sundaes every half an hour.

(4) Once Harry had refilled his money bag with gold Galleons, silver Sickles, and bronze Knuts from his vault at Gringotts, the wizard bank, he had to exercise a lot of self-control not to spend the whole lot at once. He had to keep reminding himself that he had five years to go at Hogwarts, and how it would feel to ask his aunt and uncle for money for spellbooks, to stop himself from buying a handsome set of solid gold Gobstones (a wizarding game rather like marbles, in which the stones squirt a nasty-smelling liquid into the other player's face when they lose a point). He was *sorely* tempted, too, by the perfect, moving model of the galaxy in a large glass ball, which would have meant he never had to take another Astronomy lesson.

(5) But the thing that tested Harry's resolution most appeared in his favorite shop, Quality Quidditch Supplies, a week after he'd arrived at the Leaky Cauldron. Curious to know what the crowd in the shop was *staring at*, Harry edged his way inside and *squeezed in* among the excited witches and wizards until he glimpsed a newly erected podium, on which was mounted the most magnificent broom he had ever seen in his life. Price on request... Harry didn't like to think how much gold this broom proudly called the Firebolt would cost. He had never wanted anything as much in his whole life. Yet he had never lost a match on his old broom. Harry didn't ask for the price, but he returned, almost every day after that, just to look at the Firebolt.

(From *Harry Potter and the Prisoner of Azkaban* by J. K. Rowling)



**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. From Paragraph 1, it can be understood that
  - A. Harry had an eventless and dependent life;
  - B. Harry preferred to enjoy his lifestyle and not to think about the future;
  - C. Harry was eager to return to the Muggle world.
2. In spite of having quite a lot of money Harry had to be
  - A. extravagant;
  - B. frugal;
  - C. greedy.
3. Harry's favorite shop dealt in
  - A. household appliances;
  - B. confectionery goods;
  - C. sport accessories.
4. Harry was eager to buy the new broom make but he
  - A. simply couldn't afford it;
  - B. valued his old one which had never let him down;
  - C. didn't know how to ask money for it from his uncle and aunt.
5. In the given selection the author implies that Harry
  - A. hardly valued his freedom;
  - B. enjoyed wasting his time;
  - C. tried to make the most of his sudden freedom.

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *fancy* (1)
  - A. like;
  - B. imagine;
  - C. order.
7. *explore* (3)
  - A. clear up;
  - B. investigate;
  - C. inspect.
8. *sorely* (4)
  - A. very;
  - B. bitterly;
  - C. pleasantly.

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *stand back* (2)
  - A. go away;
  - B. move back;
  - C. step aside.
10. *stare at* (5)
  - A. gaze;
  - B. watch;
  - C. observe.
11. *squeeze in* (5)
  - A. squash in;
  - B. press;
  - C. push.

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

12. It took Harry several days to get used to his strange new freedom. (1)
  - A. У Гарри было несколько дней, чтобы привыкнуть к своей странной новой свободе.
  - B. На то, чтобы привыкнуть к своей странной новой свободе, у Гарри ушло несколько дней.
  - C. У Гарри забрали несколько дней, чтобы привыкнуть к своей странной новой свободе.
13. But the thing that tested Harry's resolution most appeared in his favorite shop... (5)
  - A. Вещь, что подвергла испытанию решимость Гарри больше всего, появилась в его любимом магазине...
  - B. Но то, что испытало решение Гарри больше всего, появилось в его любимом магазине...
  - C. В любимом магазине Гарри его решимость подверглась самому большому испытанию ...
14. He had never wanted anything as much in his whole life. (5)
  - A. Еще ничего в своей целой жизни он не хотел так сильно.
  - B. Никогда во всей жизни не хотел он что-то так сильно.
  - C. За всю свою жизнь он никогда не хотел чего-либо так сильно.

## Text 15

Прочитайте текст и выполните послетекстовые задания.

(1) Every now and then my eye fell on my Statue of Liberty crown. It was really beautiful, each spike perfect, and exactly the same number of spikes as on the real Statue of Liberty crown. I got up off the floor and *put* it *on* and looked at myself in the mirror. "Well, why not?" I thought. "It's Halloween and I've got my costume and my mask ready. Why shouldn't I have a little fun just going around and trick-or-treating by myself?". I didn't need Fat Glenda. I didn't need her or anyone else.

(2) So I began to get dressed in my costume, putting on a pair of warm slacks and three sweaters under my bed sheet robe because it was really getting *chilly* out now. I could hear the wind rattling the bare branches of the big tree outside my window and making them scrape and scratch against the glass like wild things trying to get in. At last I was ready. I took my flashlight, which was supposed to be my Statue of Liberty torch, and a small paper shopping bag for candy and stuff, and a UNICEF canister



to try to collect some money in. I took my house key, too, so I could get back in before the others returned.

(3) I went out and closed the front door, and the first thing I did was *to trip* on the front steps because of the long, loose bed sheet and the mask over my eyes, which made it hard to see where I was going. That made me lose my balance, and my crown got knocked crooked. I felt so stupid. But after I straightened out my crown and hitched up my bed sheet a little higher under my sash, I was okay. I started down the street. It was now dark outside and there weren't many people around. The little kids had all been taken home for supper a long time ago and maybe the big kids hadn't started out yet.

(4) After the first doorbell I rang, where they put a whole quarter in my UNICEF canister, I began to feel much better. People were really nice. One lady was giving out big, shiny red apples instead of candy to the kids who rang her doorbell. She said apples were much more healthful and wouldn't cause cavities. At one house a man answered the door. He seemed sleepy and grumpy at first. He said he didn't have any small change for UNICEF, but he offered me a dollar bill. "You don't have to give that much", I said.

"Haven't got any change", he muttered, *fishin' around* in his pockets and coming up with nothing but a small bunch of keys.

(5) "Tell you what. You take this and give me fifty cents change".

"I can't", I said. "It's a sealed collection carton and I haven't got any other money on me".

"Well, that's the best I can do, girlie. But if you want to come back later, half of this dollar is yours".

"All right", I said. "I will".

"Oh, and have a candy". He held out a box of chocolates. The box was pretty well *picked over* and I didn't really want one of the stale-looking chocolates. But he had such a sad, tired look on his face that I rummaged around in the empty papers and found one and took it. The house was all dead and quiet behind him, like no wife or children lived there with him, *although* maybe once, a long time ago, they had. I had been trick-or-treating for about three-quarters of an hour and had made a circle around the neighborhood. I wasn't far from home, so I decided to stop at our house, leave the apple and all the candy I'd collected, and get the change for the man with the dollar bill. I had just come around the corner onto Dangerfield Road when I saw this whole bunch of kids coming toward me. They all seemed to be in costume except for the one in front. It was a large figure in dark pants and a dark jacket, and it looked as if it were running straight for me.

(From *Me and Fat Glenda* by Lila Perl)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

1. The author implies that the main character was  
A. reserved and gloomy;  
B. easy-going and carefree;  
C. determined and optimistic.
2. While trick-or-treating the main character also collected money  
A. for her own needs;  
B. to support an international project;  
C. for charity.
3. The girl couldn't help feeling sorry for the man with a dollar bill because he  
A. seemed short of money himself;  
B. seemed lonely and evidently welcomed her company;  
C. looked definitely ill.
4. It can be inferred that despite some minor problems the main character was  
A. enjoying herself;  
B. eager to be home as soon as possible;  
C. looking forward to more such evenings.
5. The group of kids  
A. frightened the main character;  
B. looked menacing;  
C. looked amazing.

Задания 6–8. Определите значение указанного слова в тексте.

6. *chilly* (2)  
A. spicy;                      B. cold;                      C. overcast.
7. *trip* (3)  
A. stumble;                      B. dance;                      C. run.
8. *although* (5)  
A. despite;                      B. however;                      C. however.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *put on* (1)  
A. dress oneself in;                      B. wear;                      C. install.
10. *fish around* (4)  
A. fumble about;                      B. find;                      C. look for.



11. *pick over* (5)

A. select;

B. wrap;

C. open.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. The little kids had all been taken home for supper a long time ago and maybe the big kids hadn't started out yet. (3)

A. Маленьких детей уже давно забрали домой ужинать, а подростки еще и не собрались.

B. Маленькие дети были взяты домой ужинать уже давно, а ребята постарше еще и не начинали.

C. Маленьких детей уже давно забрали домой ужинать, а подростки еще не вышли.

13. She said apples were much more healthful and wouldn't cause cavities. (4)

A. Она сказала, что яблоки намного полезнее и не вызывают кариес.

B. Она сказала, что яблоки намного полезнее и не вызывают полость.

C. Она сказала, что яблоки намного здоровее и не вызывают кариес.

14. You take this and give me fifty cents change. (5)

A. Ты берешь это и даешь мне сдачу.

B. Ты возьмешь это и дашь мне взамен пятьдесят центов.

C. Забирай эти деньги и верни мне пятьдесят центов.

## Text 16

Прочитайте текст и выполните послетекстовые задания.

(1) Julie said she wanted to remain where she was. There wasn't very much to tell. She hadn't been hurt or molested in any way. She had waited for Simon at the school gates. She knew that Annabel had a dental appointment. But Simon hadn't *turned up*, so she had started to walk home alone. As she passed the entrance to the school playing fields it occurred to her that he might have a late practice match — he was a star member of the football team and had been talking about an important match to be played next Saturday. It was a stupid thing to do, she said, she *realised* that now, but she had walked a little way up the footpath towards the playing fields just to see if there was any sign of the team.

(2) By that time dusk was falling, though it was by no means dark. Hearing no sound of voices, she had turned to retrace her steps when she

saw a man coming towards her from the direction of the road. There was something about the way he stopped right in the middle of the footpath that frightened her, so she turned and ran. She was a good runner, being the Inter-Schools 400m champion. She thought the man was somewhere in his thirties. Had he been younger and fitter he might have been a match for her, but as it was, she began to outdistance him as he pelted after her across the playing fields. "You just don't think at a time like that", she said. "It was stupid of me to run to the top end of the football pitch — I could have turned towards the backs of the houses and got over a wall, or screamed my head off, or something, but I just didn't think. I was too scared. Then I realized that there was only the railway ahead of me, with a fence and a hedge, and I just panicked".

(3) By a stroke of luck she had run towards a *gap* in the hedge, where children must have made a path through to the railway line. "I don't know if the man was too big *to get through* the gap", she said. "I turned towards him just when I got there and threw my school bag at him. It hit him on the side of the head and he cursed. I got through the gap and ran down the embankment".

She hadn't heard him coming after her. She had run across the track. As she reached the other side a tram came along, and while it was passing she spotted a railwayman's hut close by. She opened the door and went inside. It was still light enough to see that there were some iron bars stored inside the hut. She jammed one of these under the door to prevent it being opened from the outside, then waited. There was a small window in the hut, covered over with a metal grid. She *peeped out* but couldn't see anybody. She sat down on the floor and waited again. Lots of trains went by, but she had no watch and had no idea how much time passed before she looked out of the window again. She saw that it was very foggy. There were fewer trains and she realized that the rush hour had long since gone.

(4) Her idea was that she should wait there until morning, when the railmen might come and help her; but then she thought of her parents and how *anxious* they must be, and knew she had to get out. Even so, she waited a little longer before cautiously removing the wedge from under the door. Inch by inch she opened the door, until she could lean out and look around. Unless the man was hiding on the opposite side to the door, there was no sign of him. She had to risk it. She didn't dare go back the way she had come, and the only alternative was to take to the open countryside on the other side of the track from the playing fields.

(5) "People who talk about being scared to death", she said, "don't know what it means. Running in a race makes your heart beat fast, but I've never known mine thump the way it did then. If I'd seen the man

then I think I should have died of fright, but it was bad enough tearing through all that rough land, what with the fog and everything. I heard some terrible screams and I just dropped down on my knees and prayed. I don't know what they were, but it sounded like evil spirits. It was horrible!"

"Foxes", said Mrs Fletcher, "If you've never heard them before and don't know what it is to hear them at this time of the year, you might well believe they were evil spirits".

(From *Dead Man's Secret* by Linda Allen)

**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. Julie had to go home alone because
  - A. she had quarreled with both her friends;
  - B. her friends had other engagements;
  - C. they had failed to meet each other.
2. The man couldn't be a match for Julie as
  - A. he was too old for her;
  - B. he wasn't so sporty;
  - C. he had never expected her to run that fast.
3. Under the circumstances the girl was
  - A. as hard as nails;
  - B. as cunning as a fox;
  - C. scared out of her mind.
4. Julie found a place to hide in
  - A. a warehouse;
  - B. some shelter;
  - C. a sort of hovel.
5. The readers can infer that Julie was
  - A. a loyal friend;
  - B. a loving daughter;
  - C. a true adventurer.

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *realize* (1)
  - A. fulfill;
  - B. think;
  - C. understand.
7. *a gap* (3)
  - A. an opening;
  - B. a gate;
  - C. an arch.

8. *anxious* (4)
  - A. furious;
  - B. worried;
  - C. frightened.

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *turn up* (1)
  - A. arrive;
  - B. appear;
  - C. move.
10. *get through* (3)
  - A. put through;
  - B. be through;
  - C. squeeze through.
11. *peer out* (3)
  - A. look at;
  - B. look out;
  - C. look through.

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

12. She knew that Annabel had a dental appointment. (1)
  - A. Она знала, что Аннабель пошла на прием к стоматологу.
  - B. Она знала, что у Аннабель была встреча по поводу десен.
  - C. Она знала, что у Аннабель была назначена встреча со стоматологом.
13. She thought the man was somewhere in his thirties. (2)
  - A. Она думала, что мужчина был в тридцати шагах.
  - B. Она подумала, что мужчине было лет тридцать пять.
  - C. Она подумала о мужчине, который был где-то в тридцати метрах.
14. Inch by inch she opened the door, until she could lean out and look around. (4)
  - A. Дюйм за дюймом она открывала дверь до тех пор, пока не смогла выглянуть и осмотреться.
  - B. Дюйм за дюймом она открывала дверь до тех пор, пока не смогла наклониться и осмотреться.
  - C. Дюйм за дюймом она открывала дверь и, наконец, смогла выглянуть и осмотреться.

## Text 17

Прочитайте текст и выполните послетекстовые задания.

(1) Deep down here by the dark water lived old Gollum, a small *slimy* creature. I don't know where he came from, nor who or what he was. He was Gollum – as dark as darkness, except for two big round pale eyes



in his thin face. He had a little boat, and he rowed about quite quietly on the lake; for lake it was, wide and deep and deadly cold. He paddled it with large feet dangling over the side, but never a ripple did he make. He was looking out of his pale limp-like eyes for blind fish, which he grabbed with his long fingers as quick as thinking. He liked meat too. He thought goblin meat good, when he could get it; but he took care they never found him out. He just throttled them from behind, if they ever came down alone anywhere near the edge of the water, while he was *prowl*ing about. They very seldom did, for they had a feeling that something unpleasant was lurking down there, down at the very roots of the mountain. They had come on the lake, when they were tunneling down long ago, and they found they could go no further; so there their road ended in that direction, and there was no reason to go that way – unless the Great Goblin sent them. Sometimes he took a fancy for fish from the lake, and sometimes neither goblin nor fish came back.

(2) Actually Gollum lived on a slimy island of rock in the middle of the lake. He was watching Bilbo now from the distance with his pale eyes like telescopes. Bilbo could not see him, but he was wondering a lot about Bilbo, for he could see that he was no goblin at all. Gollum got into his boat and shot off from the island, while Bilbo was sitting on the brink altogether flummoxed and at the end of his way and his wits. Suddenly up came Gollum and whispered and hissed: “Bless us and splash us, my precioussss! I guess it’s a choice feast; at least a tasty morsel it’d make us, gollum!” And when he said gollum he made a horrible swallowing noise in his throat. That is how he got his name, though he always called himself ‘my precious’.

(3) The hobbit jumped nearly out of his skin when the hiss came in his ears, and he suddenly saw the pale eyes sticking out at him.

“Who are you?” he said, thrusting his dagger in front of him.

“What iss he, my precious?” whispered Gollum who always spoke to himself through never having anyone else to speak to. This is what he had come *to find out*, for he was not really very hungry at the moment, only *curious*; otherwise he would have grabbed first and whispered afterwards.

“I am Mr. Bilbo Baggins. I have lost the dwarves and I have lost the wizard, and I don’t know where I am; and I don’t want to know, if only I can *get away*”.

“What’s he got in his handses?” said Gollum, looking at the sword, which he did not quite like.

“A sword, a blade which came out of Gondolin !”

“Ssss”, said Gollum, and became quite polite. “Praps you sit here and chat with it a bitsy, my precioussss. It like riddles, praps it does, does it?”

(4) He was anxious to appear friendly, at any rate for the moment, and until he found out more about the sword and the hobbit, whether he was quite alone really, whether he was good to eat, and whether Gollum was really hungry. Riddles were all he could think of. Asking them, and sometimes guessing them, had been the only game he had ever played with other funny creatures sitting in their holes in the long, long ago, before he lost all his friends and was driven away, alone, and crept down, down, into the dark under the mountains.

“Very well”, said Bilbo, who was anxious to agree, until he found out more about the creature, whether he was quite alone, whether he was *fierce* or hungry, and whether he was a friend of the goblins.

(From *The Hobbit* by J. R. R. Tolkien)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

- In Paragraph 1, the author emphasizes the fact that Gollum was
  - a disgusting creature;
  - the evil spirit himself;
  - untidy and slovenly.
- Gollum got his name for
  - the hissing noise in his throat;
  - the snarling noise in his throat;
  - the gulping noise in his throat.
- The author implies that Gollum
  - led a sort of secluded life;
  - made friends with any creature that came his way;
  - was dying for some company.
- The thing Gollum enjoyed most was
  - hunting;
  - doing puzzles;
  - guessing riddles.
- The story can be referred to the genre of
  - realistic prose;
  - fantasy;
  - science fiction.

Задания 6–8. Определите значение указанного слова в тексте.

6. *slimy* (1)
  - round;
  - slippery;
  - thin.

7. *curious* (3)

- A. inquisitive;            B. interesting;            C. captured.

8. *fierce* (4)

- A. pleasant;            B. savage;            C. angry.

Задания 9–11. *Определите значение указанного фразового глагола в тексте.*

9. *prowl about* (1)

- A. hunt;            B. roam;            C. walk.

10. *find out* (3)

- A. explore;            B. ask;            C. learn.

11. *get away* (3)

- A. leave;            B. escape;            C. disappear.

Задания 12–14. *Выберите правильный вариант перевода в соответствии с содержанием текста.*

12. Sometimes he took a fancy for fish from the lake, and sometimes neither goblin nor fish came back. (1)

- A. Иногда ему хотелось рыбы из озера и тогда ни гоблин, ни рыба обратно не возвращались.  
 B. Временами ему хотелось рыбы из озера, а случалось и так, что не было ни гоблинов, ни рыбы.  
 C. Иногда ему нравилась рыба из озера и тогда ни гоблин, ни рыба обратно не возвращались.

13. Bilbo could not see him, but he was wondering a lot about Bilbo, for he could see that he was no goblin at all. (2)

- A. Бильбо его не видел, а вот он сильно заинтересовался хоббитом, так как понял, что тот вовсе не гоблин.  
 B. Бильбо не мог его видеть, а вот его очень интересовал хоббит, так как он мог видеть, что он не был гоблин.  
 C. Бильбо не мог его видеть, а вот он очень удивлялся хоббиту, так как он заметил, что он не был гоблин.

14. This is what he had come to find out, for he was not really very hungry at the moment, only curious... (3)

- A. Это необходимо было найти, ведь он не был очень голоден в тот момент, лишь испытывал любопытство ...  
 B. Именно это он и пришел выяснить, потому что был, в общем, не голоден, а лишь испытывал любопытство ...  
 C. Вот что он пришел обнаружить, так как в тот момент он не был очень голоден, а испытывал лишь чувство любопытства ...

## Text 18

Прочитайте текст и выполните послетекстовые задания

(1) It was a terrible battle. The most *dreadful* of all Bilbo's experiences, and the one which at the time he hated most – which is to say it was the one he was most proud of, and most fond of recalling long afterwards, although he was quite unimportant in it. Actually he put on his ring early in the business, and *vanished* from sight, if not from all danger. A magic ring of that sort is not a complete protection in a goblin charge, nor does it stop flying arrows and wild spears; but it does help in getting out of the way, and it prevents your head from being specially chosen for a sweeping stroke by a goblin swordsman.

(2) The elves were the first to charge. Their hatred for the goblins is cold and bitter. Their spears and swords shone in the gloom with a gleam of chill flame, so deadly was the wrath of the hands that held them. As soon as the host of their enemies was dense in the valley, they sent against it a shower of arrows, and each flickered as it fled as if with stinging fire. Behind the arrows a thousand of their spearmen leapt down and charged. The yells were deafening. The rocks were stained black with goblin blood.

(3) Just as the goblins were recovering from the onslaught and the elf-charge was halted, there rose from across the valley a deep-throated roar. With cries of 'Moria!' and 'Dain, Dain!' the dwarves of the Iron Hills *plunged in*, wielding their weapons, upon the other side; and beside them came the men of the Lake with long swords.

Panic came upon the Goblins; and even as they turned to meet this new attack, the elves charged again. Already many of the goblins were flying back down the river to escape from the trap; and many of their own wolves were turning upon them and rending the dead and the wounded. Victory seemed at hand, when a cry rang out on the heights above.

(4) Goblins had scaled the Mountain from the other side and already many were on the slopes above the Gate, and others were streaming recklessly, heedless of those that fell screaming from cliff and precipice, to attack the spurs from above. Each of these could be reached by paths that ran down from the main mass of the Mountain in the centre; and the defenders had too few to bar the way for long. Victory now vanished from hope. They had only stemmed the first onslaught of the black tide.

(5) Day drew on. The goblins gathered again in the valley. There a host of Wargs came ravening and with them came the bodyguard of Bolg, goblins of huge size with weapons of steel. Soon actual darkness was coming into a stormy sky; while still the great bats *swirled about* the heads



and ears of elves and men, or fastened vampire-like on the stricken. Now Bard was fighting to defend the Eastern spur, and yet giving slowly back; and the elf-lords were at bay about their king upon the southern arm, near to the watch-post on Ravenhill. Suddenly there was a great shout, and from the Gate came a trumpet call. They had forgotten Thorin! Part of the wall, moved by levers, fell outward with a crash into the pool. Out leapt the King under the Mountain, and his companions followed him. Hood and cloak were gone; they were in shining armour, and red light leapt from their eyes. In the *gloom* the great dwarf gleamed like gold in a dying fire. Rocks were hurled down from on high by the goblins above; but they *held on*, leapt down to the falls' foot, and rushed forward to battle. Wolf and rider fell or fled before them. Thorin wielded his axe with mighty strokes, and nothing seemed to harm him.

"To me! To me! Elves and Men! To me! O my kinsfolk!" he cried, and his voice shook like a horn in the valley.

(From *The Hobbit* by J. R. R. Tolkien)

**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. In Paragraph 2, the author describes the battle as
  - A. bitter;
  - B. merciless;
  - C. playful.
2. The readers can guess that Bilbo
  - A. avoided participation in the battle;
  - B. was protected by magic power;
  - C. got the most horrible wound in his life.
3. In the course of the battle the goblins
  - A. suddenly got support;
  - B. were totally defeated;
  - C. made peace with the elves.
4. From Paragraph 4, the reader gets the impression that
  - A. the forces of evil almost gained a bloody victory;
  - B. the elves' situation was hopeless;
  - C. the forces of evil were beginning to tire.
5. In Paragraph 5, the sentence "Wolf and rider fell or fled before them" proves that Thorin and his followers were
  - A. cruel beyond measure;
  - B. truly great warriors;
  - C. enjoying the battle.

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *dreadful* (1)
 

|             |             |                |
|-------------|-------------|----------------|
| A. fearful; | B. unusual; | C. frightened. |
|-------------|-------------|----------------|
7. *vanish* (1)
 

|               |            |          |
|---------------|------------|----------|
| A. disappear; | B. escape; | C. flee. |
|---------------|------------|----------|
8. *gloom* (5)
 

|              |               |              |
|--------------|---------------|--------------|
| A. daylight; | B. obscurity; | C. darkness. |
|--------------|---------------|--------------|

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *plunge in* (3)
 

|             |            |           |
|-------------|------------|-----------|
| A. destroy; | B. attack; | C. scare. |
|-------------|------------|-----------|
10. *swirl about* (5)
 

|                     |               |              |
|---------------------|---------------|--------------|
| A. move in circles; | B. run after; | C. catch up. |
|---------------------|---------------|--------------|
11. *hold on* (5)
 

|             |             |          |
|-------------|-------------|----------|
| A. persist; | B. stumble; | C. stay. |
|-------------|-------------|----------|

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

12. Their spears and swords shone in the gloom with a gleam of chill flame, so deadly was the wrath of the hands that held them. (2)
  - A. Их копья и мечи в сумраке мерцали холодным блеском, настолько смертельной была ярость, исходившая от рук, державших их.
  - B. Их копья и мечи в сумраке мерцали холодным блеском, настолько сильным был гнев, исходивший от рук, державших их.
  - C. Их копья и мечи сверкали в сумраке подобно холодному пламени, потому что руки, державшие их, были полны убийственного гнева.
13. Panic came upon the Goblins; and even as they turned to meet this new attack, the elves charged again. (3)
  - A. Паника охватила гоблинов; и даже когда они повернулись, чтобы встретить новую атаку, эльфы вновь выступили вперед.
  - B. Паника охватила гоблинов; и хотя они развернулись, чтобы встретить новую атаку, эльфы вновь ринулись в нападение.
  - C. Паника охватила гоблинов; и хотя они развернулись, чтобы встретиться с новой атакой, эльфы снова атаковали их.

14. Victory seemed at hand, when a cry rang out on the heights above. (3)
- A. Казалось, что победа уже была в руке, когда сверху раздался крик.
  - B. Победа казалась рядом, когда где-то на высоте раздался крик.
  - C. Победа, казалось, была близка, но тут с вершин раздался крик.

### Text 19

Прочитайте текст и выполните послетекстовые задания.

(1) Mary Poppins walked between them, wearing her new hat and looking very distinguished. Every now and then she would look into the shop window just to make sure the hat was still there and that the pink roses on it had not turned into common flowers like marigolds. Every time she stopped to make sure, Jane and Michael would sigh, but they did not dare say anything for fear she would spend even longer looking at herself in the windows, and turning this way and that to see which *attitude* was the most becoming.

(2) But at last they came to St. Paul's Cathedral, which was built a long time ago by a man with a bird's name. Wren it was, but he was no relation to anybody they knew. That is why so many birds live near Sir Christopher Wren's Cathedral, which also belongs to St. Paul, and that is why the Bird Woman lives there, too.

"There she is!" cried Michael suddenly, and he danced on his toes with excitement.

"Don't point", said Mary Poppins, giving a last glance at the pink roses in the window of a carpet-shop.

"She's saying it! She's saying it!" cried Jane, holding tight to herself for fear she would break in two with delight. And she was saying it. The Bird Woman was there and she was saying it, "Feed the Birds, Tuppence a Bag! Feed the Birds, Tuppence a Bag! Feed the Birds, Feed the Birds, Tuppence a Bag, Tuppence a Bag!" Over and over again, the same thing, in a high chanting voice that made the words seem like a song. And as she said it she *held out* little bags of breadcrumbs to the passers-by.

(3) All round her flew the birds, circling and leaping and swooping and rising. Mary Poppins always called them 'sparrrers', because, she said conceitedly, all birds were alike to her. But Jane and Michael knew that they were not sparrows, but doves and pigeons. There were fussy and chatty grey doves like Grandmothers; and brown, rough-voiced pigeons like Uncles; and greeny, cackling, no-I've-no-money-today pigeons like Fathers. And the silly, anxious, soft blue doves were like Mothers. That's what Jane and Michael thought, anyway. They flew round and round

the head of the Bird Woman as the children approached, and then, as though *to tease* her, they suddenly rushed away through the air and sat on the top of St. Paul's, laughing and turning their heads away and pretending they didn't know her. It was Michael's turn to buy a bag. Jane had bought one last time. He walked up to the Bird Woman and held out four halfpennies.

(4) "Feed the Birds, Tuppence a Bag!" said the Bird Woman, as she put a bag of crumbs into his hand and tucked the money away into the folds of her huge black skirt.

"Why don't you have penny bags?" said Michael. "Then I could buy two".

"Feed the Birds, Tuppence a Bag!" said the Bird Woman, and Michael knew it was no good asking her any more questions. He and Jane had often tried, but all she could say, and all she had ever been able to say was, "Feed the Birds, Tuppence a Bag!" Just as a cuckoo can only say 'Cuckoo', no matter what questions you ask him.

(5) Jane and Michael and Mary Poppins spread the crumbs in a circle on the ground, and presently, one by one at first, and then in twos and threes, the birds came down from St. Paul's. The birds *swarmed* upon the food, pushing and scrambling and shouting. At last there wasn't a crumb left, for it is not really polite for a pigeon or a dove to leave anything on the plate. When they were quite certain that the meal was finished the birds rose with one grand, fluttering movement and flew round the Bird Woman's head, copying in their own language the words she said. One of them sat on her hat and pretended he was a decoration for the crown. And another of them *mistook* Mary Poppins's new hat *for* a rose garden and pecked off a flower.

"You sparrer!" cried Mary Poppins, and shook her umbrella at him. The pigeon, very offended, flew back to the Bird Woman and, *to pay out* Mary Poppins, stuck the rose in the ribbon of the Bird Woman's hat.

(From *Mary Poppins* by Pamela Travers)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

1. From Paragraph 1, the reader can conclude that Mary Poppins
  - A. behaved in a somewhat vain manner that morning;
  - B. felt especially beautiful that morning;
  - C. wasn't quite herself that morning.
2. The author's mentions Sir Christopher Wren in a way that seems
  - A. strange;
  - B. unexpected;
  - C. sudden.



3. The detailed description of the birds shows that Jane and Michael
- were observant;
  - were true bird lovers;
  - had a rich imagination.
4. The author gives a hint that
- the Bird Woman was an ordinary street beggar;
  - there was a special bond between the Bird Woman and her birds;
  - the Bird Woman had an unusual manner to earn her living.
5. A sort of quarrel between Mary Poppins and the pigeon is described in
- a humorous tone;
  - a serious tone;
  - a teaching tone.

Задания 6–8. Определите значение указанного слова в тексте.

6. *an attitude* (1)
- |            |                 |                |
|------------|-----------------|----------------|
| A. a view; | B. an approach; | C. a position. |
|------------|-----------------|----------------|
7. *tease* (3)
- |                 |          |              |
|-----------------|----------|--------------|
| A. make fun of; | B. jibe; | C. irritate. |
|-----------------|----------|--------------|
8. *swarm* (5)
- |            |            |           |
|------------|------------|-----------|
| A. thrust; | B. arrive; | C. flock. |
|------------|------------|-----------|

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *hold out* (2)
- |          |           |           |
|----------|-----------|-----------|
| A. last; | B. press; | C. offer. |
|----------|-----------|-----------|
10. *mistake for* (5)
- |              |                  |                  |
|--------------|------------------|------------------|
| A. be wrong; | B. confuse with; | C. misinterpret. |
|--------------|------------------|------------------|
11. *pay out* (5)
- |             |                 |           |
|-------------|-----------------|-----------|
| A. revenge; | B. spend money; | C. share. |
|-------------|-----------------|-----------|

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. Over and over again, the same thing, in a high chanting voice that made the words seem like a song. (2)
- Она вновь и вновь повторяла одну и ту же фразу высоким певучим голосом, отчего слова походили на песню.
  - Она повторяла одну и ту же фразу высоким певучим голосом вновь и вновь, что делало ее слова похожими на песню.
  - Снова и снова одни и те же слова, сказанные нараспев, что делало слова похожими на песню.

13. All round her flew the birds, circling and leaping and swooping and rising. (3)
- Повсюду вокруг нее летали птицы, то кружились, то взмывали вверх, то бросались вниз.
  - Птицы летали над ней со всех сторон – кружа, взмывая, бросаясь вниз.
  - Везде вокруг нее летали птицы, то кружась, то взмывая вверх и вниз.
14. At last there wasn't a crumb left, for it is not really polite for a pigeon or a dove to leave anything on the plate. (5)
- Наконец не осталось ни крошки, так как оставлять что-либо на тарелке голуби считают невежливым.
  - Наконец не осталось ни крошки, так как оставить что-либо на тарелке считается невежливым поведением для голубей.
  - Наконец-то не осталось ни крошки, так как оставить что-либо на тарелке считается невежливым поведением для голубей.

## Text 20

Прочитайте текст и выполните послетекстовые задания.

(1) Laughing and whooping and waving their hats, they came to the shining water. All round the Lake stood the dusty green benches patiently waiting for someone to sit on them. At the far end of the water stood the battered marble statue of the Boy and the Dolphin. Dazzling white and bright it shone, between the Lake and the sky. There was a small chip off the Boy's nose and a line like a black thread round his ankle. One of the fingers of his left hand was broken off at the joint. And all his toes were cracked. There he stood, on his high pedestal, with his arm flung lightly round the neck of the Dolphin. His head, with its ruffle of marble curls, was bent towards the water. He gazed down at it thoughtfully with wide marble eyes. The name *Neleus* was *carved* in faded gilt letters at the base of the pedestal.

(2) And it was at that moment that they saw the Elderly Gentleman. He was sitting at the foot of the statue, reading a book with the aid of a magnifying glass. His bald head was sheltered from the sun by a knotted silk handkerchief, and lying on the bench beside him was a black top hat. The children stared at the curious figure with fascinated eyes.

"That's Mary Poppins' favorite seat! She will be *cross*!" exclaimed Michael.

"Indeed? And when was I ever *cross*?" her voice enquired behind him. The remark quite shocked him.

"Why, you're often cross, Mary Poppins!" he said. "At least fifty times a day!"

"Never!" she said with an angry snap. "I have the patience of a Boa-constrictor! I merely speak my mind!" She flounced away and sat down on a bench exactly opposite the Statue. Then she *glared* across the Lake at the Elderly Gentleman. It was a look that might have killed anybody else. But the Elderly Gentleman was quite unaffected. He went on *poring over* his book and took no notice of anyone. Mary Poppins, with an infuriated sniff, took her mending-bag from the perambulator and began to darn the socks.

(3) The children scattered round the sparkling water. "Here's my boat!" shrieked Michael, snatching a piece of colored paper from a litter basket.

"I'm fishing", said Jane, as she lay on her stomach and stretched her hand over the water. Beside her the Twins were happily paddling. Michael steered his ship through a terrible storm. Mary Poppins sat primly on her bench and rocked the perambulator with one foot. Her silver needle flashed in the sunlight. The Park was quiet and dreamy and still.

Bang! The Elderly Gentleman closed his book and the sound *shattered* the silence. "Oh, I say!" protested a shrill sweet voice. "You might have let me finish!"

Jane and Michael looked up in surprise. They stared. They blinked. And they stared again. For there, on the grass before them, stood the little marble statue. The marble Dolphin was clasped in his arms and the pedestal was quite empty. The Elderly Gentleman opened his mouth. Then he shut it and opened it again.

(4) "Did you say something?" he said at last, and his eyebrows went up to the top of his head.

"Yes, of course I did!" the Boy replied. "I was reading over your shoulder there—" he pointed towards the empty pedestal, "and you closed the book too quickly. I wanted to finish the Elephant story and see how he got his Trunk".

"Oh, I beg your pardon", said the Elderly Gentleman. "I had no idea of such a thing". He rose and folded the handkerchief and picked up the black top hat.

"Well, now that you've finished", the Boy said calmly, "you can give the book to me!" The Elderly Gentleman *drew back*, clutching the book to his breast.

"Oh, I couldn't do that, I'm afraid", he said. "You see, I've only just bought it. I wanted to read it when I was young, but the grown-ups always got it first. And now that I've got a copy of my own, I really feel I must keep it".

(5) He eyed the statue uneasily as though he feared that at any moment it might snatch the book away.

"I could tell you about the Elephant's Child—" Jane murmured shyly to the Boy. He wheeled around with the fish in his arms.

"Oh, Jane — would you really?" he cried in surprise. His marble face gleamed with pleasure.

"No!" said the Elderly Gentleman suddenly. "Here am I with a suit of clothes and a hat, and a pair of shoes. And he's quite naked. I'll give him the book! I suppose", he added, with a gloomy sigh, "I was never meant to have it". He gave the book a last long look, and, thrusting it at the Marble Boy, he turned away quickly.

(From *Mary Poppins Opens the Door* by Pamela Travers)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

- By the description of the little statue the author underlines its
  - artistic value;
  - timeless beauty;
  - utter loneliness.
- In Paragraph 2, the sentence "It was a look that might have killed anybody else" means that
  - Mary Poppins could kill people with her look;
  - Mary Poppins' could express various emotions without voicing them;
  - Mary Poppins was just having fun.
- That day the atmosphere in the park was
  - quite tense and stressful;
  - peaceful and relaxed;
  - stormy.
- In paragraphs 3–4, the events described represent
  - a nightmare;
  - a dream;
  - a clash between fantasy and reality.
- From the Elderly Gentleman's words the readers can conclude the man was
  - sympathetic and thoughtful;
  - somewhat strange;
  - greedy and egoistic.



Задания 6–8. Определите значение указанного слова в тексте.

6. *carve* (1)  
A. chisel;                    B. sculpt;                    C. shape.

7. *cross* (2)  
A. touchy;                    B. unhappy;                    C. annoyed.

8. *shatter* (3)  
A. ruin;                    B. break;                    C. smash.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *glare at* (2)  
A. wink at;                    B. frown at;                    C. scowl at.

10. *pore over* (2)  
A. study;                    B. give full attention to;                    C. examine.

11. *draw back* (4)  
A. pull back;                    B. step aside;                    C. move backwards.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. And it was at that moment that they saw the Elderly Gentleman. (2)  
A. Именно тогда они заметили пожилого джентльмена.  
B. И вот тогда они увидели старого джентльмена.  
C. И вот тогда они увидели пожилого джентльмена.

13. He eyed the statue uneasily as though he feared that at any moment it might snatch the book away. (5)  
A. Он нелегко посматривал на статую, словно боялся, что она может выхватить у него книгу в любой момент.  
B. Он настороженно поглядывал на статую, словно боялся, что в любую минуту она может выхватить у него книгу.  
C. Он с опаской смотрел на статую, словно боялся, что в любой момент она может выхватить у него книгу.

14. I was never meant to have it. (5)  
A. Не судьба мне было занять ее.  
B. Не судьба мне ее прочесть.  
C. Не суждено мне было читать ее.

## Text 21

Прочитайте текст и выполните послетекстовые задания.

(1) They'd reached the library now. The two of them stopped in front of the door.

"Well, I'll try, thanks", Buffy promised.

"Good. I'll see you at gym and you can tell me absolutely everything there is to know about yourself", Cordelia said and went off. Buffy, slightly *thrown off* by the idea of giving her whole life story, allowed herself an ironic smile.

"That sounds like fun", she mumbled. She entered the library, surprised at the elegance of it; the dark wood paneling, the streaming sunlight across the floor, the shelves and shelves of books. A short flight of stairs led up to a second level of still more bookcases, and with its large oak table and cozy study lamps, the room had a curiously warm country-house feeling. There didn't seem to be anyone around. As she paused beside the checkout counter, she happened to notice a folded newspaper lying there, an article on its first page circled in red. The headline stated 'Local Boys Still Missing', and beside it was a blurry picture of three boys.

(2) Buffy *wandered* farther in. She peered around a bookcase.

"Hello ... is anybody here?" Without warning someone touched her shoulder. Startled, she spun to face him.

"Can I help you?" the man asked politely. He spoke with a British accent, and his expression was one of quiet intensity. Buffy breathed a sigh of relief.

"I was looking for some, well, books. I'm new".

"Miss Summers", the man said.

"Good call. I guess I'm the only new kid".

"I'm Mr. Giles, the librarian".

Buffy studied him for an instant. Tall, slender, with a refined sort of elegance, dressed in English tweeds and wools, a pinstripe shirt and tie. Kind eyes stared back at her from behind thin wire-rimmed glasses.

"Great", Buffy smiled. "So you have, uh—"

"I know what you *are after*."

(3) He turned and led her to the checkout desk by the door. Buffy could see his office just behind it, but Mr. Giles obviously hadn't meant to take her there. She watched curiously as he pulled a book out from beneath the counter and slid it toward her. Huge and leather bound, it bore a single word in gilt upon its cover — *VAMPYR*.

It was the book from her *nightmare*. Concern flooded Buffy's face — and with it, a look of *wary* understanding. She stepped back from the desk, but her gaze remained on the librarian.

"A Slayer", Giles continued to explain. "As long as there have been vampires, there has been the Slayer", Giles recited. "One girl in all the world—"

"You love doing this part, don't you?" Buffy interrupted.

"All right", Giles conceded, *speeding up* a little. "They hunt vampires, one Slayer dies, the next is called. You are the Slayer, don't tell anyone". He stopped and drew a breath. "I think that's all the vampire information you need".

"That's not what I'm looking for, I am sure", she told him, her voice going tight.

Mr. Giles hesitated and then gave an almost imperceptible nod. "My mistake".

(From *Buffy the Vampire Slayer* by John Vorholt)

**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. From the author's description of the library readers may conclude that  
A. the room seemed old-fashioned;  
B. the room facilitated intellectual work;  
C. there was nothing special about the room.
2. The author hints that Mr. Giles  
A. looked unusual for a small town high school librarian;  
B. produced an impression of somebody totally out of place;  
C. looked more like a teacher rather than a librarian.
3. Mr. Giles' words may imply that  
A. being the Slayer was Buffy's own choice;  
B. being chosen as the Slayer was Buffy's fate;  
C. being the Slayer was like a game for Buffy.
4. It is obvious that the girl  
A. would rather conceal her true identity;  
B. was eager to share everything with her new acquaintance;  
C. was ready to accept help.
5. Mr. Giles' behavior indicates that the man  
A. liked to give orders;  
B. was genuinely concerned with what might happen to Buffy;  
C. was a show-off.

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *wander* (2)  
A. stroll;                      B. crawl;                      C. roam.

7. *a nightmare* (3)  
A. a dream;                      B. a thought;                      C. an experience.
8. *wary* (3)  
A. awake;                      B. cautious;                      C. worried.

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *throw off* (1)  
A. defeat;                      B. remove;                      C. confuse.
10. *be after* (2)  
A. chase;                      B. want;                      C. be late.
11. *speed up* (3)  
A. liven up;                      B. brighten up;                      C. quicken up.

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

12. There didn't seem to be anyone around. (1)  
A. Казалось, вокруг никого не было.  
B. Походило на то, что в комнате не было никого.  
C. Казалось, что комната была пуста.
13. Huge and leather bound, it bore a single word in gilt upon its cover. (3)  
A. Она была огромная, с кожаным переплетом и с единственным словом, написанным золотыми буквами на обложке.  
B. На кожаной обложке огромной книги золотыми буквами было написано одно-единственное слово.  
C. На обложке огромной книги в кожаном переплете было одно слово, написанное золотом.
14. "You love doing this part, don't you?" Buffy interrupted. (3)  
A. "Вам нравится ваша роль, да?" — прервала его Баффи.  
B. "Вы любите делать эту часть, не так ли?" — прервала его Баффи.  
C. "Вам нравится это дело, нет?" — прервала его Баффи.

## Text 22

Прочитайте текст и выполните послетекстовые задания.

(1) Almost as if it were an automatic reaction, both boys got out their cigarettes. It was like a relaxing after-dinner smoke. "What do you do? I mean... do you work?" one of them asked.



"Yeah". He hesitated. "I'm a schoolteacher".

They looked at each other quickly and smiled, then looked back in anticipation of him laughing. "You are not a teacher".

He was sorry now that he had said it. He wished he had *sidestepped* the question. "Okay, I'm not".

"Then what do you do?"

He removed his wallet from a coat pocket and produced a white card for them to read. "Here, read this. What does it say?"

"Newfoundland Teachers —"

"Association. And it has my name on it".

"You could have made it up yourself... All right, what grade do you teach?"

"Eight, most of the time".

"Kenny, you think he's tellin' the truth?" They figured he might be kidding.

(2) "There are thousands of teachers, you know. Why is that so hard to believe?"

"You don't look like one. Besides, I've never seen a teacher like you, eh, Kenny? Every one of the teachers at our school are crabs, except maybe for Mrs Lewis. But she doesn't even teach us".

Perhaps he should have felt flattered, but suddenly lurking back to deaden any contentment was the thought of the experiences of the past weeks. "Tell me now what would you boys do if you had me for a teacher?"

"Guess we could have a bit of fun". It wasn't what he had hoped for. Neither was it a surprise. "Maybe you would learn something".

"Nah, not me". — "Me neither. Couldn't beat anything into my head".

(3) Damn it! He should have known better than to ask. What was he expecting?

"You wouldn't want to be a teacher very long in our school anyway. There was a guy there last year who only lasted two weeks. We almost drove him crazy. He was an okay guy, I mean he would have been all right, but he never could keep order. He couldn't even get real mad with us!"

"But he wasn't tough on you, you could have given him a chance! Sure, perhaps he was trying to help you guys. You think I wouldn't last two weeks? You think I'd *crack up* too?" What kind of fool was he anyway? Trying to be *reasonable* with kids. He turned from them. He must be some kind of damned idiot. They were right — cracked in two weeks. Face it — two weeks, two months, it was all the same.

(4) As a teacher he was nothing! He liked kids, didn't he? And hadn't he tried to show that? Or did that matter? Did he have to pretend to hate

them before they would behave in the classroom? He recalled when he went into his first class — he was nervous but his intentions were good. He knew what he wanted to do. He wanted response to what he was teaching. He wanted their opinions. Not facts. Feelings. On an equal basis. He read somewhere later that any teacher who smiles very much before the end of six weeks is inviting trouble. Too bad.

(5) He couldn't deny now that that he had been creamed. From then on, whenever he wanted seriousness, it was hell to get it. He had reasoned wrongly. Show them that you know real life is not all easy, show them that you understand — they will respond then; they will make an honest try. Like hell. They did not see it that way. For most of them it meant he was a *soft* teacher. Someone *to take advantage of*. Someone he didn't even send people to the principal. They just couldn't understand a teacher who didn't *jump on* them. That's the way it's played — the guy up front yells; they sit and stay quiet. "Sorry, we didn't mean it that way", Brian spoke shyly.

(From *Three People and Two Seats* by Kevin Major)

Задания 1–5. Выберите вариант ответа, соответствующий содержанию текста.

1. The young teacher regretted bringing his profession into the conversation because
  - A. the boys would treat him differently;
  - B. the boys would be afraid of him;
  - C. the conversation would lose its spontaneity.
2. The author hints that the boys' attitude to school
  - A. was indifferent;
  - B. left much to be desired;
  - C. seemed positive.
3. The author implies that the main criterion according to which the kids evaluated their teachers was
  - A. professionalism;
  - B. toughness;
  - C. understanding.
4. According to the author the teenagers were used to teachers who
  - A. devoted their heart and soul to teaching;
  - B. didn't care about anything;
  - C. were bossy and authoritarian.

5. The readers can infer that the narrator failed at his chosen profession because
- A. he didn't try hard enough;
  - B. he chose not to get involved;
  - C. he was young and idealistic.

Задания 6–8. Определите значение указанного слова в тексте.

6. *sidestep* (1)
- A. avoid;
  - B. hide;
  - C. ignore.
7. *reasonable* (3)
- A. fair;
  - B. disinterested;
  - C. logical.
8. *soft* (5)
- A. smooth;
  - B. indulgent;
  - C. mild.

Задания 9–11. Определите значение указанного фразового глагола в тексте.

9. *crack up* (3)
- A. become dry;
  - B. break down;
  - C. escape.
10. *take advantage of* (5)
- A. explore;
  - B. use;
  - C. exploit.
11. *jump on* (5)
- A. scold;
  - B. attack;
  - C. step on.

Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. He was an okay guy, I mean he would have been all right, but he never could keep order. (3)
- A. Он был нормальный, и все бы было в порядке, но он никогда не мог поддерживать дисциплину.
  - B. Он был класный, и он бы справился, но он никогда не мог поддерживать дисциплину.
  - C. Он был клевый, в общем, у него бы вышло, только он не умел дисциплину держать.
13. As a teacher he was nothing! (4)
- A. Как учитель он ничтожество!
  - B. Учителя из него не вышло!
  - C. Как учитель он ничего собой не представлял!

14. He wanted response to what he was teaching. (4)

- A. Ему хотелось отклика на свои усилия.
- B. Ему хотелось, чтобы ученики реагировали на то, что он преподавал.
- C. Ему хотелось получить отдачу на то, чему он их учил.

## Text 23

Прочитайте текст и выполните послетекстовые задания.

(1) We can't wait for our first Art lesson. Mr. Windsor talks for ages about Art, his dark brown eyes shining, a beautiful contrast to his blond hair. He shows us these reproductions of his favorite paintings, whizzing through the centuries so he can tell us about the different techniques and styles. He also *throws in* a lot of interesting stuff about the painters themselves and their lifestyles.

"Yeah, it was fine for them, all these painter guys", says Magda. "But what about women artists? They didn't get any attention, did they? I mean, you call all this lot Old Masters, don't you, so where are the Old Mistresses?"

"Ah! You're obviously a fierce feminist and you've got a jolly good point too", he says, smiling at the *brehtaking* scarlet Magda. She's not a feminist at all. I don't think she *cares about* Art either. She just wants Mr. Windsor to take notice of her, and it's certainly worked.

(2) So then he goes on about the secondary role of women artists through the ages, starting off with nuns in convents poring over illuminated manuscripts. Then he tells us about a female artist called Artemisia Gentileschi and shows us her amazing painting she did of Judith cutting off this guy's head, with blood spurting everywhere. Lots of the girls shudder and go 'yuck' but Nadine cranes forward to take a closer look as she *is into* anything seriously gory. She's applied her joke snake tattoo to her arm now, so that the forked-tongue snake's head wiggles out of her school blouse and down across her hand. Mr. Windsor spots this and admires it. He flicks through a big book on sixties pop art and holds up this picture of an astonishing model called Snake Woman. She's got snakes coiling round her head like living scarves, and her body is all over scales. "And it's by a woman too", he says, grinning at Magda.

(3) I'm getting to feel horribly left out and let down. I'm the one who's mad keen on Art and yet I can't think of a single thing to say. He holds up a picture of Frida Kahlo and it's the very one I've got pinned up in my bedroom at home. I can't really put up my hand and announce



this — I'll sound so wet. So I listen while he talks about Frida and her *savage* South American art. I nod passionately at everything he says. Eventually he sees this and looks at me expectantly.

"Do you like Frida Kahlo's work?" Here's my chance. I swallow, ready to say something, anything — and in the sudden silence my stomach suddenly rumbles. Everyone hears. All the girls around me snigger. My face flushes the color of Magda's hair.

(4) "It sounds as if you're ready for your lunch", says Mr Windsor. He waits for me to comment. I can't. So he starts talking about another artist called Paula Rego. I just about die. My stupid stomach goes on rumbling. There's nothing I can do about it. Why can't it shut up? He'll think I'm just this awful greedy girl who wants to stuff her face every five minutes. It's not fair. I keep missing out on what Mr. Windsor is saying. It's really interesting too. I hadn't even heard of Paula Rego before. She's done all these extraordinary pictures in chalk. I can tell by the colours in his big book of reproductions that they're just like my new Christmas present pastels. She does pictures of women unlike anything I've ever seen before. They are big women, ugly women, in odd contorted positions.

(5) "Why does she paint women like that? They look awful", says Magda. "I don't think they look awful. I think they're *incredible*", says Mr. Windsor. "Maybe they look awful to you because we've all become so conditioned to think women should only look a certain way. Think of all the well-known portraits of women. The women are all prettified in passive poses, the body extended so that all the bulges are smoothed out. The face is frequently a blank mask, no lines, no tension, no character at all. These are lively expressive real women, standing awkwardly, stretching, dancing, doing all sorts of things".

"But they're fat", I whisper. Mr. Windsor reads my lips. "You girls! You're all brain-washed. They're big women, they're strong, real muscles in their arms and legs. But they're soft too, they're vulnerable, they're valiant. They're not beautiful women. So what? Beauty is just fashion. Male artists have used beautiful women throughout the centuries but their sizes and proportions keep changing".

(From *Girls under Pressure* by Jacqueline Wilson)

**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. The girls were impressed by their Art teacher because
  - A. Mr. Windsor was extraordinarily handsome;
  - B. he was really keen on what he was talking about;
  - C. he was a newcomer to their school.

2. The author suggests that the students were engrossed in the teacher's story
  - A. as most of them were majoring in Art;
  - B. as they had never heard anything like that before;
  - C. for various reasons.
3. The teacher's choice of subject may be viewed as his desire
  - A. to support feministic ideas;
  - B. to break stereotypes;
  - C. to win his students' hearts.
4. The author implies that Mr. Windsor succeeded in
  - A. shocking his students;
  - B. making the girls look at paintings with new eyes;
  - C. motivating the girls to take up painting as a hobby.
5. It can be inferred that according to Mr. Windsor
  - A. the concept of beauty remains unchanged throughout centuries;
  - B. the concept of beauty simply doesn't exist;
  - C. the concept of beauty is a slave of fashion.

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *brehtaking* (1)
  - A. impressive;
  - B. stunning;
  - C. grand.
7. *savage* (3)
  - A. inhuman;
  - B. sadistic;
  - C. fierce.
8. *incredible* (5)
  - A. amazing;
  - B. impossible;
  - C. supreme.

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *throw in* (1)
  - A. add;
  - B. direct;
  - C. toss.
10. *care about* (1)
  - A. mind;
  - B. like;
  - C. be interested in.
11. *be into* (2)
  - A. take part in;
  - B. be keen on;
  - C. be involved in.



Задания 12–14. Выберите правильный вариант перевода в соответствии с содержанием текста.

12. I'm the one who's mad keen on Art and yet I can't think of a single thing to say. (3)
- A. Ведь я тот человек, который помешан на искусстве, а мне нечего сказать.
  - B. Ведь это я помешана на искусстве, а мне ничего не приходит в голову.
  - C. Именно я увлекаюсь искусством, и мне нечего сказать.
13. I can't really put up my hand and announce this – I'll sound so wet. (3)
- A. Но не могу же я поднять руку и сказать такое, я буду выглядеть глупо.
  - B. Но не могу же я поднять руку и объявить это, я буду выглядеть нелепо.
  - C. Но не могу же я поднять руку и объявить это, я буду выглядеть смешно.
14. Beauty is just fashion. (5)
- A. Красота всегда модна.
  - B. Красота – это всего лишь мода.
  - C. Красота – это быть модным.

## Text 24

Прочитайте текст и выполните послетекстовые задания.

(1) Someone was running up to the helicopter. A man with a baseball cap and red hair. He threw open the door and said cheerfully, "Hi, I'm Ed Regis. Welcome to Isla Nublar, everybody. And watch your step, please". A narrow path wound down the hill. The air was chilly and damp. As they moved lower, the mist around them thinned, and Grant could see the landscape better. "Primary ecology is deciduous rain forest. Rather different from the vegetation on the mainland which is more classical rain forest. But this is a microclimate that only occurs at elevation, on the slopes of the northern hills. The majority of the island is tropical", Regis said. Down below, they could see the white roofs of large buildings, nestled among the planting. They moved lower, out of the mist, and now they could see the full extent of the island, stretching away to the south. As Regis had said, it was mostly covered in tropical forest.

(2) To the south, rising above the palm trees, Grant saw a single *trunk* with no leaves at all, just a big curving stump. Then the stump moved,

and twisted around to face the new arrivals. Grant realized that he was not seeing a tree at all. He was looking at the graceful, curving neck of an enormous creature, rising fifty feet into the air. He was looking at a dinosaur. "My God", Ellie said softly. They were all staring at the animal above the trees. Her first thought was that the dinosaur was extraordinarily beautiful. Books portrayed them as oversize, dumpy creatures, but this long-necked animal had a gracefulness, almost a *dignity*, about its movements. And it was quick – there was nothing lumbering or dull in its behavior. The animal *peered* alertly *at* them, and made a low trumpeting sound, rather like an elephant. A moment later, a second head rose above the foliage, and then a third, and a fourth. "My God", Ellie said again.

(3) Gerinaro was speechless. He had known all along what to expect, but he had somehow never believed it would happen, and now, he was shocked into silence. The *awesome* power of the new genetic technology, which he had formerly considered to be just so many words in an overwrought sales pitch – the power suddenly became clear to him. These animals were so big! They were enormous! Big as a house! And so many of them! Actual damned dinosaurs! Just as real as you could want. Gennaro thought: "We are going to make a fortune on this place. A fortune". He hoped to God the island was safe.

(4) Grant stood on the path on the side of the hill, with the mist on his face, staring at the gray necks craning above the palms. He felt dizzy, as if the ground were sloping away too steeply. He had trouble getting his breath because he was looking at something he had never expected to see in his life. Yet he was seeing it. The animals in the mist were perfect. His stunned mind made academic associations: North American herbivores, late Jurassic horizon. Commonly called *brontosaurus*. First discovered by E. D. Cope in Montana in 1876. Specimens associated with Morrison formation strata in Colorado, Utah, and Oklahoma. Traditionally, *Brontosaurus* was thought to spend most of its time in shallow water, which would help support its large bulk. Although this animal was clearly not in the water, it was moving much too quickly, the head and neck shifting above the palms in a very active manner. Grant began to laugh. "What is it?" Hammond said, worried. "Is something wrong?" Grant just shook his head, and continued to laugh. He couldn't tell them that what was funny was that he had seen the animal for only a few seconds, but he had already begun to accept it.

(5) He was still laughing as he saw a fifth and a sixth neck crane up above the palm trees. The animals watched the people arrive. They *reminded* Grant of oversize giraffes – they had the same pleasant, rather stupid gaze. "I take it they're not animatronic", Malcolm said. "They're very lifelike".



"Yes, they certainly are", Hammond said. "Well, they should be, shouldn't they?" From the distance, they heard the trumpeting sound again. First one animal made it, and then the others *joined in*. "That's their call", Ed Regis said. "Welcoming us to the island". Grant stood and listened for a moment, entranced. The group followed Ed Regis toward the nearest buildings. Over the path, a crude hand-painted sign read: "Welcome to Jurassic Park"!

(From *Jurassic Park* by Michael Crichton)

**Задания 1–5.** Выберите вариант ответа, соответствующий содержанию текста.

1. The author's description of the island's vegetation implies that
  - A. it was an ideal habitat for all kinds of animals;
  - B. it resembled prehistoric jungle;
  - C. it was man-made.
2. Ellie's reaction to seeing the dinosaurs characterizes her as
  - A. an observant scholar;
  - B. a romantic beauty lover;
  - C. a down-to-earth and sensible person.
3. The author gives a hint that Gerinaro's intention was
  - A. to make a huge profit;
  - B. to further develop genetic technology;
  - C. to recreate other prehistoric animals.
4. In Paragraph 4, the sentence "...what was funny was that he had seen the animal for only a few seconds, but he had already begun to accept it" means that
  - A. Grant was the kind of man who would easily believe anything;
  - B. the dinosaurs looked absolutely genuine;
  - C. Grant regarded the situation as a good joke.
5. The author's tone suggests that he regards the dinosaurs as
  - A. something out of this world
  - B. menacing blood-thirsty creatures
  - C. stupid and passive animals

**Задания 6–8.** Определите значение указанного слова в тексте.

6. *a trunk* (2)
 

|            |              |            |
|------------|--------------|------------|
| A. a root; | B. a branch; | C. a stem. |
|------------|--------------|------------|
7. *dignity* (2)
 

|             |               |               |
|-------------|---------------|---------------|
| A. reserve; | B. formality; | C. nobleness. |
|-------------|---------------|---------------|

8. *awesome* (3)
 

|                  |                |             |
|------------------|----------------|-------------|
| A. breathtaking; | B. surprising; | C. fearful. |
|------------------|----------------|-------------|

**Задания 9–11.** Определите значение указанного фразового глагола в тексте.

9. *peer at* (2)
 

|             |                  |         |
|-------------|------------------|---------|
| A. wink at; | B. look closely; | C. see. |
|-------------|------------------|---------|
10. *remind of* (5)
 

|            |              |                         |
|------------|--------------|-------------------------|
| A. recall; | B. resemble; | C. help see similarity. |
|------------|--------------|-------------------------|
11. *join in* (5)
 

|               |            |              |
|---------------|------------|--------------|
| A. take part; | B. gather; | C. assemble. |
|---------------|------------|--------------|

**Задания 12–14.** Выберите правильный вариант перевода в соответствии с содержанием текста.

12. Her first thought was that the dinosaur was extraordinarily beautiful. (2)
  - A. Вначале она подумала, что динозавр был поразительно красив.
  - B. Сперва она подумала, что динозавр был исключительно красив.
  - C. Первой ее мыслью было то, что динозавр удивительно красив.
13. He had trouble getting his breath because he was looking at something he had never expected to see in his life. (4)
  - A. Он тяжело дышал, потому что смотрел на то, что никогда не ожидал увидеть в своей жизни.
  - B. У него перехватывало дыхание, потому что он видел то, что никогда в своей жизни и не ожидал увидеть.
  - C. Он с трудом дышал, так как смотрел на что-то такое, чего никогда не ожидал увидеть в своей жизни.
14. Traditionally, Brontosaurus was thought to spend most of its time in shallow water... (4)
  - A. Обычно считалось, что бронтозавр проводил большую часть своего времени в мелкой воде...
  - B. Принято считать, что бронтозавры проводили большую часть времени на мелководье...
  - C. Общепринято, что бронтозавр проводил большую часть своего времени в мелкой воде... without meaning to. That was before I knew I was a wizard ..."



## Part 3

### Text 1

Прочитайте текст и выполните послетекстовые задания.

(1) Belarusian Irena Kalyada-Smirnov may reside in the USA but she still receives hundreds of letters from children who have spent time at Zubryonok National Children's Rehabilitation Camp, or have visited the Radziwill Palace or Mir Castle. Many of us might take such excursions for granted but, for these young Belarusian orphans, the trips are a slice of heaven. Spending most of their time at state orphanages, they appreciate these recreational treats more than we can imagine.

(2) Ms. Kalyada-Smirnov established a charity to help those in need back in Belarus – and is rewarded by these simple yet sincere letters. The youngsters reveal their secret dreams and share their joy at experiencing such pearls of Belarus. By seeing the ancient castles, the children gain a sense of their historical legacy and the beauty of their native land; they realise its grandeur and heroism. Irena is known for her many good deeds conducted on a wide scale. Hundreds of Belarusian children have had rehabilitation and recuperation trips. No application is too insignificant for the attention of her foundation. It often organises exhibitions of children's drawings and, of course, contributes to the running of ten boarding schools in Belarus.

(3) Ms. Kalyada-Smirnov is a very unusual woman: talented, spiritual and warm-hearted. She is devoted to Belarus – its language, culture, melodies and beautiful landscapes. She graduated from a business college and could have become an opera singer but chose a different direction – one which has enabled her to fully devote herself to helping Belarus. Her family has very powerful spiritual roots and their common love for Belarus empowers them.

(4) Children from Berezino orphanage have sent Irena a drawing of Pobedy Square. It states: "This is Minsk, the capital of our country". Veronica Kalacheva from Svetlogorsk orphanage writes on the back of her landscape drawing: "This is part of my motherland, always keep it with you". Naturally, Irena values every note and picture she receives. The happiest moment of her life was her trip to Belarus in the early 1990s. She caught the scent of a field – the fragrance of her native land – and will forever remember her stay in the Novogrudok region.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Projects sponsored by Irena's foundation contribute to the development of national and historical awareness.
  - B. Life at orphanages can be monotonous, so children are willing to take every chance to make it brighter.
  - C. Charity is forever spiritually rewarding.
  - D. Orphans pour out their gratitude in numerous letters.
  - E. Ms. Kalyada-Smirnov engaged in charitable activities despite other career prospects she had had.
  - F. The heroine of the article values everything connected with or reminding her of the land of her ancestors.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Orphans accept every bit of attention as a precious gift.
  - B. For youngsters different excursions are a bridge to their country's past.
  - C. Ms. Kalyada-Smirnov takes any opportunity to go to Belarus and has already visited it several times.
  - D. Ms. Kalyada-Smirnov is obsessed with the idea of bringing to the USA as many orphans from Belarus as possible.
  - E. Ms. Kalyada-Smirnov's activity is focused on adopted children only.
  - F. To keep up her good work Ms. Kalyada-Smirnov gets moral support from her family.

### Text 2

Прочитайте текст и выполните послетекстовые задания.

(1) Young Gavin came home from school last week and announced that he'd just been made a prefect in charge of the new term intake of first-formers. Many of them were addressing him as 'Sir': "Lord, it puts years on you, doesn't it?" he said. "Me – sir!" (He's 17 now and in the Upper Sixth.) I had to admit I found the notion quaint, but I knew how he felt. The first time I was called 'Mister' – it was by a scruffy nine-year-old – I was 16. However, surely, this new position of power and influence had its bonuses.

(2) Having a class of shiny new, nervous 11-year-olds at his beck and call must be rather handy? They could fetch and carry for him. It was a position of power he had not sought, he said. Indeed, he had resisted the whole idea. He had no appetite for power over other people, he said,



but had finally had the job thrust on him. Nevertheless, having seen his first former he'd decided the best he could do for them was give them a first-year survival course. "They're not just nervous, they're petrified", he said. "Weren't you?" I said. "Yes", he said, "that's why I feel for them. But I've never known such politeness and courtesy. They do exactly what I tell them. What a shame that in a few weeks they'll be just like the rest".

(3) At present, he said, when he marshaled them into their classroom on the dinner queue there was dead silence. "By contrast I have to keep yelling 'Shut up!' at the second-years. What's more the first-years actually stand up when their masters enter the classroom. They won't be doing that for long. They'll see what goes on round them and get infected. Pity".

I was amazed, I hadn't realised that my young son placed so much store by obedience and politeness. There's been little evidence of it at home.

(4) "What advice have you been giving them", I said. "Don't let prefects and older boys push you around. If you think they're giving you a hard time complain and go on complaining. Some people just get power-mad". He said it with such vigour I felt that some personal experience lay behind it. "Who got power-mad with you?" I asked. "They don't do it now but I remember in my first and second years there were masters and prefects who loved to give 'sides' – that is, you know, two sides of paper on any subject. They were forever shouting 'Two sides, boy!' often for no reason you could see. So you'd have to sit down and write two sides – and on the most diabolical of subjects. Yeah, you can laugh, but you try filling in two sides on some queer topic..." I agreed it was a bit of a challenge.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. In order not to become a victim of humiliation one should complain.
  - B. Erratic discipline pattern usually causes changes in freshmen's behaviour.
  - C. It is evident for Gavin that freshmen will not change for the worse.
  - D. Being in charge of the group made Gavin older and more self-confident.
  - E. Schooling can be challenging as senior pupils can resort to different tricks in order to demonstrate their power.
  - F. Gavin considers first-formers well-behaved and humble.

2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Gavin feels glad about being put in charge of freshmen.
  - B. Becoming a prefect is really beneficial.
  - C. Gavin thinks it is usual for freshmen to run wild when they become second-formers.
  - D. Some people who have power over others enjoy the chance to demonstrate their superiority.
  - E. Gavin thinks his power over first-formers is being questioned and threatened.
  - F. The tests junior students have to perform are more ridiculous than motivating.

### Text 3

Прочитайте текст и выполните послетекстовые задания.

(1) A bunch of tough kids have been 'terrorising' social workers at a council home. Now a union has demanded that the children, aged 10 to 16, must be removed. Until they are, five social workers who walked out of the home will not return because they are too scared. The workers walked out of St Edmunds Terrace council home, Camden London, five weeks ago.

(2) They claimed they were being assaulted by some of the children and their parents. "We feel that some of these children must be moved to another home where they can be controlled more easily", said Mr David Eggmore, branch secretary of the National Association of Local Government Officers. "Anyone who works in a council home accepts that there will be some risks involved". But at St Edmunds the risks became unacceptable.

(3) There has been inadequate support from Camden Council and some particularly difficult children have been sent to the home. St Edmunds is currently being run by an assistant director of Camden's social services department and volunteers. The strike started after nine children refused to go to school. There was only one social worker on duty that day and she called the police because she felt physically at risk. The union, which has given the strike official backing, met council officials yesterday to try to solve the crisis.

(4) Councillor John Mills, chairman of Camden's social services committee, said last night that a family of four children, three girls aged four, twelve and fourteen, and one boy aged ten, were at the centre of the row. The four-year-old girl has now been moved elsewhere but the



other three are still at St Edmunds. "We have a responsibility for these children and we cannot allow the union to tell us who goes where. This is the principle at stake", said Mr. Mills. He added that children in care today were more difficult to handle, mainly because they were older. The younger ones tended to be taken over by foster parents. "It is difficult to know how serious these assaults have been. There were no witnesses", he said.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. The authorities have given their approval to begin an investigation.
  - B. The main reason for a lock-out was children's reluctance to go to school.
  - C. In order to escape the children's verbal and physical abuse the staff had to leave their work.
  - D. The authorities refuse to admit the fact of social workers being insulted.
  - E. One of the social workers refused to come to her work because of threats.
  - F. Working with problem kids is tough.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Social workers were attacked by some of the children and their parents.
  - B. People working in a council home are always ready to solve problems together with children.
  - C. Everyone continues working in a council home in spite of the problems.
  - D. Council officials are not going to meet with the people who were offended by the children.
  - E. Social workers can keep the situation in a council home under control.
  - F. It is difficult for social workers to cope with the problem because of the children's age.

#### Text 4

Прочитайте текст и выполните послетекстовые задания.

(1) Every Minsk's first-year pupil received a gift at the start of the school year: a colourful textbook entitled *My Native City of Minsk*. This

year, they are studying a new subject: the history of their region. "Initially, it will be taught at the discretion of each school but may later become part of the regular curriculum", says Svetlana Pugach, Pro-rector of the Minsk State Institute of Qualification Improvement and Educational Staff Re-training. The subject appeared in 2004 but the first textbook was only published recently.

(2) It begins with a study of modern-day Minsk and encourages pupils to draw, solve puzzles and design their own additions to their beautiful capital. The authors have worked hard to make the subject accessible to youngsters, appealing specifically to their age group. Associate Professor Nina Maximuk co-authored the text and explains, "Our book aims to do more than study Minsk; it wants to inspire love for it. It's important for children to feel that this is more than the city where they live; it's a place they can contribute to and be responsible for".

(3) Naturally, it's impossible to cover the city's thousand-year history in just 18 classes. The subject develops as the children grow – with profound study starting in their fifth year. Natalia Sergun, another co-author, tells us, "We looked at how other regions approached this subject. We thought it had too much general history and was a little too complicated. Older schoolchildren can cope but first-year pupils need something simpler – like learning about Minsk's major enterprises. We tend not to compare the past and the present in history but a study of the capital lends itself perfectly to this idea. As a grown adult, I can see that we are making history in our capital here and now; it's vital for children to see how this works".

(4) Knowing the history of your native city is certainly important – although some would say children have enough to learn already. The authors stress that the material is easy to grasp. Moreover, they hope to see similar texts written for other regions: 'Molodechno study' and 'Brest study' textbooks are already complete and the history of Gomel is being compiled. "Everything starts with the history of our own motherland", says Anna Yarmushchik, a first-year pupil who attended the book launch. "Each child should know about their street, district and city. Our understanding and respect for our motherland begins there".

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. If one wants to have a future, one should know the country's past.
  - B. Teaching young children requires specific teaching methods.
  - C. Before starting any project it's necessary to study everything done in the same field before.



- D. Any book is aimed at teaching someone.
  - E. A new non-compulsory subject appeared as part of history study.
  - F. The new course book develops both creativity and sensitivity.
2. Выберите те предложения, которые не соответствуют содержанию текста.
- A. Regional study is a compulsory subject in the regular curriculum.
  - B. The biggest problem is to adapt the content to the needs of various age groups.
  - C. The book is full of information about Minsk's past and present.
  - D. There's an opinion that the new subject is excessive as school curriculum is overloaded already.
  - E. The authors hope the book will be in demand throughout the country.
  - F. The book appeals to patriotic and national feelings.

### Text 5

Прочитайте текст и выполните послетекстовые задания.

(1) Four teachers, three men and a woman, all heads of departments in Birmingham schools, are to spend the next 12 months seconded to local firms so that they will be able to give their pupils a better idea of what jobs in industry are really like. They will undertake a variety of jobs, some of which will involve shift work, and will also have the opportunity to observe management and see how decisions are reached.

(2) Mr. Davis, Head of Economics at Swanhurst School, will work for National Carriers and half his time will be spent on manual work such as handling, sorting and driving. He will do shift work, spend some time in the vehicle maintenance shop, experience clerical and administration work. Mrs. Harris, Head of Geography at Dame Elizabeth Cadbury School, will be seconded to West Midlands Gas where she will be given experience of computer work, marketing and distribution engineering. While the teachers are working in industry they will continue to receive their salaries from the local education authority but the firms will pay the authority the salary appropriate for the post filled by the teacher.

(3) The scheme has been arranged by Understanding British Industry, a group set up two years ago by the CBI to help schools learn more about industry. Mr. John Nisbet, director of the group, said, "It is hoped that those who participate in the scheme will have a sustained influence on their schools and help to set priorities regarding the teaching of industry through the different subject areas of the school. The firms concerned will gain a better understanding of the current aims and objectives of

schools, the methods they use to achieve them and their problems". He said that his organization was having discussions with other local education authorities and he hoped that the scheme might be repeated in a number of areas.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
- A. Sending teachers to different companies and enterprises is aimed at answering the needs of both school and industry.
  - B. To explain facts, teachers need to acquire hands-on experience.
  - C. Education authorities plan to involve people of different professions into the scheme.
  - D. The amount of work done will be paid for according to the post a person occupies.
  - E. The scheme is popular with teachers as they have an opportunity to put their knowledge into practice.
2. Выберите те предложения, которые не соответствуют содержанию текста.
- A. Ordinary teachers are to be sent to different firms to teach staff members.
  - B. Shift work means that the teachers will change their occupation for a certain period of time.
  - C. The firms will pay the teachers the salary equal to their previous one.
  - D. The scheme is a two-way process, beneficial for the schools and the industry alike.
  - E. The teachers will be engaged only in the activities connected with sciences or subjects they are teaching.
  - F. The group director is planning to enlarge the list of areas involved in the scheme.

### Text 6

Прочитайте текст и выполните послетекстовые задания.

(1) The 13-year-old boy, who is autistic and deaf, has wrecked the unit which has cared for him since February. He pulled a radiator from the wall, tore off doors, smashed toys and furniture, and injured staff. The unit for handicapped children, at Hammersmith, London, has virtually closed. The parents of 30 other youngsters are afraid to let them go there because of the boy's violent behaviour.

(2) Councilor Etty Crawford plans to grab the boy and leave him at Mr. Ennals' home in Highgate, London. She said yesterday: "This scan-

dal cannot go on. Mr. Ennals must do something for this tragic boy. As he's in council care, I'll be committing an offence. I don't care if they prosecute me. I've held off because there had been hopes he would be transferred to a special unit for multi-handicapped children at Burnley in Lancashire. But this has now fallen through because of lack of money. Now I'm going to act".

(3) Mrs. Crawford, 53, nursed her own mentally handicapped son until he died in 1995, aged six. She said, "I have been through it. I know how bitter other mothers must be feeling over losing a helpful unit where they can leave their children and have a few days' rest". Mrs. Crawford also added, "I have all my plans drawn up. Two other women councilors and a friendly cabdriver have promised to help me. If the boy caused damage while he was in Mr. Ennals' home, that would be just hard luck". Staff members have quit the unit because of his violence. Even agency staff members are quitting.

(4) Mr. Richard Jefferies, Hammersmith Council's assistant director of social services, said, "This boy is a rare and tragic problem. From the day he was sent to the unit we have tried to transfer him. Forty different establishments all over the country have turned us down. It's true that he has virtually shut down the unit. He is a very strong boy". The Ealing, Hammersmith and Hounslow Area Health Authority said, "Last week we hoped to transfer the boy to Calderstones Hospital at Burnley. This has now fallen through. Every effort was made to affect this transfer. The boy is not getting proper medical care where he is. He is not our responsibility, but we shall continue to do everything we can to get him shifted".

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Parents do not feel like their children being shifted to another unit.
  - B. A woman councilor is threatening to dump a severely handicapped boy at the home of Social Services.
  - C. In order to prevent the boy's further destructive behaviour the woman councilor is ready to sentence him to a juvenile correction institution.
  - D. The handicapped boy's criminal acts led to the close-down of a special unit.
  - E. The boy's transfer to another institution is problematic.
  - F. Lack of special establishments for handicapped children makes their families suffer.

2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Lack of proper supervision and medical care made a handicapped boy wreck the unit.
  - B. Other youngsters' parents seem reluctant to leave their children in the unit for fear of abuse.
  - C. Councilor Crawford doesn't intend to create any conspiracy of silence about the offence.
  - D. Special units for handicapped children are a good support for their parents.
  - E. Only special rehabilitative services can provide the boy with the necessary treatment.
  - F. Social services are trying to sort out his problem because they bear responsibility for the boy.

## Text 7

Прочитайте текст и выполните послетекстовые задания.

(1) Mervyn Edward Griffin was born in San Mateo, San Francisco, in 1925, the son of a stockbroker. As a child he was already an entrepreneur and at 7 was staging shows in his back garden. "Every Saturday I had a show, recruiting all the kids in the block as stagehands, actors and audience", he said. "I was the producer, always the producer". After studying at San Mateo College and the University of San Francisco he began singing on the radio and then became a featured vocalist touring with Freddy Martin's big band. He earned enough money to form his own record label, went solo as a performer in nightclubs, and had a hit with the comedy song.

(2) Doris Day and her producer husband, Marty Melcher, saw Griffin perform in Las Vegas and recommended him to Warner Bros, who offered him a film contract. In Hollywood he befriended the actor Ronald Reagan. This lifelong friendship came to an end only at state funeral in 2004 when Reagan died. Griffin broke into television in the mid-1950s as a game-show host and his genial personality and quick-fire humour with contestants led to his growing popularity. NBC then offered him the chance to host a new game show. This led to him creating and producing *Jeopardy*, a reverse on the classic 1950s quiz show format in which contestants are given answers and must supply the questions.

(3) The show premiered in 1964 and went on to win 27 Emmy Awards. It became a huge moneymaker for Griffin, as did *Wheel of Fortune* which



started in 1975. He produced a series of spinoffs of both shows. Griffin's shows were the most successful TV chat shows in America, attracting such diverse guests as members of the Kennedy family, Bertrand Russell and Pablo Casals. Griffin said his capacity for listening was the key to his success. "If the host is sitting there thinking about his next joke, he isn't listening".

(4) TV game-show producer and chat-show host Mervyn Griffin was one of America's richest entertainers. He was the creator of the long-running game shows after they had become the most popular series on American television. Finally he sold the rights to Columbia Pictures for 250 million, retaining a share of the profits. After the sale, *Forbes* magazine named him the richest performer in Hollywood history. As well as treasury bonds, stocks and other investments, he owned a ranch in California where he bred racehorses and in the 1980s bought Paradise Island in the Bahamas for \$400 million from Donald Trump. Not long before his death he happened to return to his roots as a singer and even released an album.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Griffin is one of the most successful producers and show hosts in the history of American television.
  - B. Most of his shows became cult favourites with viewers.
  - C. To achieve success one needs to start working from an early age.
  - D. To become famous one is to have good business connections.
  - E. Griffin was not going to give up doing his favourite job even at the end of his long and eventful life.
  - F. Griffin found his own formula for success.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Griffin sold his business in order to keep away from politics.
  - B. In his early years, Griffin was an extremely enterprising child.
  - C. Thinking over the contestants' ideas is the key to success, according to Griffin.
  - D. Griffin created a lot of shows yet all of them were short-lived.
  - E. Television work was Griffin's only activity.
  - F. Griffin died when he was quite old.

## Text 8

Прочитайте текст и выполните послетекстовые задания.

(1) A horrifying catalogue of misery inflicted on animals by man was revealed yesterday. An official survey showed more than five million experiments were carried out last year, the vast majority without anaesthetics. Dogs, cats, rabbits, mice, horses and the inevitable guinea pigs were subjected to pain in the cause of science. But was it all in the cause of progress, people were asking last night.

(2) Far more than 300,000 experiments were made to test various substances for humans. Tests on cosmetics and toiletries accounted for 24,612. In some tests, undiluted shampoo is dripped into the eyes of white rabbits, whose eyelids have been taped back so that scientists can study the blistering. Other tests include feeding rats on cosmetics to see how much kills them. In addition, more than 9,000 experiments involved animals inhaling tobacco or substitutes. Out of the five million total, less than one million experiments included anaesthetics.

(3) The number of tests on living animals has remained roughly the same for eight years but now the British Government is hoping for a reduction. Because of the concern expressed in Parliament and the campaign waged by antivivisectionists, the Home Office is to ask the 11,695 licensed experimenters to try and find alternatives to animals for their research. But Mr. Jon Evans of the International Association against Painful Experiments on Animals, said, "In spite of the Government's assertions that alternatives are being used where possible, these figures show there has been no determined research to find alternatives". The Royal Society for the Prevention of Cruelty to Animals said last night that while the number of experiments had not risen, five and a half million a year is far too many to accept that such suffering is still necessary.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Official estimates of annual experiments prove that animals are treated well.
  - B. It is obvious that such a subtle and complex problem as experiments on animals is coming to the fore.
  - C. Terrible abuse of our lesser brothers should be stopped.
  - D. Progress in science doesn't mean that tests on animals are always a must.
  - E. Although some organizations are making an effort to find alternatives to animals for their experiments, in most cases the problem is still urgent.

2. Выберите те предложения, которые не соответствуют содержанию текста.
- A. A lot of people place tests on living animals high on the priority list because their consequences appear to be so damaging.
  - B. Relatively low risks for animals are assigned to cosmetics and toiletries tests.
  - C. Despite some measures the plight of animals used in experiments is evident.
  - D. Authorities have worked out different ways of solving the problem of animal tests.
  - E. Environmentalists consider the number of experiments staggering.
  - F. Most experiments on animals are painless.

### Text 9

Прочитайте текст и выполните послетекстовые задания.

(1) At the Open World Intellectual Games Championship – held in Russia's Kaliningrad – Belarusian connoisseur Leonid Klimovich has been named *Person of the Year* among world's top intellectuals. The International Association awarded him with a Crystal Owl Prize. The elite television game *What? Where? When?* is as well known an institution as the Bolshoi Ballet. Its contestants amaze us with their learning. In 1981, young Mr. Klimovich – then a student from Gomel – read an advert for the show and wrote in. He was the youngest player for many years. Later, he became a teacher of Russian language and literature. In the 1990s, he was placed on the main squad. "*What? Where? When?* is not just a TV show", he explains. "It's like a sport, with strict rules, national federations and a world championship. For years, it's been like a club where players can earn money by using their brains".

(2) Leonid believes that, once a person gains entry to this elite group, he retains this status forever. For him, it's certainly been the case. He taught for a short time but taking part in the show took up most of his time. Luckily, he was happy to devote himself to his passion for the quiz. He found his way and, at 30, was invited to work at Gomel's Regional Palace for Children and Young People – overseeing creative activities. He soon launched his own *What? Where? When?* quiz, setting up the European Junior Cup. For this, he was awarded a Crystal Owl". Leonid says, "I was awarded for 'total merit'. This year's European Junior Cup is the third so far; everything has been successful – a rare case. However, we have been actively promoting the event in Belarus for a dozen

of years. The first children's championship was held in 1994. It was the starting point!"

(3) There is an impression that this man never rests. His head seems to be full of business, projects, ideas and trips... Leonid confirms, "You're so right, I hardly rest. I do find time to reread some Russian classics and am fond of science fiction but I'm always taking notes. I write down topics for future questions and discuss them at home".

(4) Leonid's wife, Tamara, helps him promote the quiz in Belarus. Their daughter, Olga, is the captain of one of the intellectual teams; in between university classes, she trains her fellow quiz lovers. Her father's job is more than a mere hobby – it's a family business. It's his life.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
- A. If you begin doing anything it's natural to hope that in some time your work will be estimated and rewarded.
  - B. To achieve success sometimes it's necessary to begin at a young age.
  - C. Leonid never gives in. He overcomes obstacles and hardly ever rests.
  - D. If a person takes his place in the main squad he holds this position forever.
  - E. The Klimovich family have devoted themselves to the quiz.
  - F. Kids can be intellectuals, too.
2. Выберите те предложения, которые не соответствуют содержанию текста.
- A. The elite television game *What? Where? When?* can hardly be viewed as well known as the Bolshoi Ballet.
  - B. An advertisement for the show made Klimovich try to take part in it.
  - C. The elite intellectual game can be compared with a professional sport contest.
  - D. The European Junior Cup has been promoted in Belarus for 12 years.
  - E. Leonid Klimovich hardly has time for reading classics.
  - F. Mr. Klimovich enjoys his occupation and considers it to be his greatest hobby.



## Text 10

Прочитайте текст и выполните послетекстовые задания.

(1) Violence is disappearing from the television screen, according to the head of ITV's watchdog body. There is less brutality, fewer punch-ups and even the television cop shows are getting tamer, says Lady Plowden, chairman of the Independent Broadcasting Authority. She was speaking the day after a six-year investigation led by researcher Dr William Belson had said TV violence should be curbed because it encouraged real-life thuggery by teenage boys.

(2) Lady Plowden said, "The pendulum has swung the other way. It is not a question of censorship. There has been so much talk about the dangers of TV violence that writers simply do not include the scenes in their scripts. I am struck by how little violence there is in adventure series like *The Professionals*. It has lost none of its excitement but there is rarely anything really violent. We are continually looking at our rules and how effectively they are being applied. We seem to have got it just about right".

(3) Lady Plowden, who was at the launching of the IBA's Year Book, says in an introduction to the book, "What entertains and interests one person may not appeal to another. We may possibly be shocked and horrified, but shocking things do happen in real life and we cannot pretend otherwise".

Dr. Belson said last night, "I am not convinced that there has been some real reduction. You only have to look at programmes like the *Sweeney* and *Target* to see it is continuing in a pretty ferocious form. As for *The Professionals*, it may have been toned down but the particularly damaging kind of violence – the goodies being violent in a good cause – continues".

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
- A. Some say that there is a definite link between violence and crime on television and an increase in teenage boys' aggressive behavior.
  - B. According to circulating opinions there is no crime on TV anymore.
  - C. Absence of violence in certain films and series doesn't mean that they are unpopular with the audience.
  - D. There is no evidence of real harm done to people by including violent movies into the schedule.
  - E. Although some programs adhere to the principle of non-violence, a lot of television stuff is filled with brutality.

2. Выберите те предложения, которые не соответствуют содержанию текста.
- A. Some researchers are worried by the amount of screen violence and its influence on children.
  - B. According to Dr. Belson, the decrease in violence on TV is nothing but wishful thinking.
  - C. Unless there's crime and violence, a movie can lose its zest.
  - D. People have always been either fascinated or repelled by violence. Tastes differ.
  - E. Viewers should understand the difference between fictional violence and reality.
  - F. It's only the bad guys in the movies who are violent.

## Text 11

Прочитайте текст и выполните послетекстовые задания.

(1) Lorraine Walker, the poor little posh girl who was bullied and persecuted because she was too well-spoken for her classmates, went back to school yesterday. She has been a victim of the fear that lurks in all societies, large and small. The fear of the person who is different. Comprehensives like hers in London's East End are supposed to accommodate differing streams of ability, behaviour and upbringing. But in this case it doesn't seem to have worked.

(2) The local director of education says the answer might be to send Lorraine to another school. But that won't solve the problem – only postpone it until the next well-spoken child enrolls. The pupils who harassed Lorraine did so because she wasn't like them. She set a higher standard in manners, voice and dress. If she is driven from the school the bullies may feel more comfortable. The teachers there now have a tough task. Immediately, they must protect Lorraine from further physical intimidation. But in the long run the only solution to the problems posed by the Lorraines is to improve the standards of all the children. Not to make them identical. But in their different ways just as good.

(3) After the 'too posh' schoolgirl, the 'too posh' schoolboy kicked black and blue, it was claimed yesterday, because he didn't speak with a Yorkshire accent. Andrew's mother, 37-year-old Mrs. Patricia Price, spoke angrily of her son's ordeal. "He used to come home with bruises on his legs after being attacked", she said, "but he always pretended they were caused by playing football or falling over".

(4) It was not until she told her son that they might be moving house from Northallerton to Darlington that he blurted out the truth. "He al-

most broke down with relief”, said Mrs. Patricia Price. “He said he was punched and kicked almost weekly. In fact, Andrew doesn’t have any accent because we have lived in different parts of the country for most of his life”. The bullying became so bad, said Mrs. Price that she took her boy away from Allertonshire Comprehensive and sent him to a private school. The Education Director for Newham, Mr. James Pailing admitted he was worried: “I shall not be happy until there has been an inquiry into the running of the school”.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Children are afraid to go to school as they do not want to be humiliated.
  - B. Pupils reject the values to which they are supposed to adhere and show contempt for people who differ from them.
  - C. Different gangs chase pupils even at school.
  - D. Efforts are under way to solve the problem of abuse, the best way being to improve the children’s morals.
  - E. Transferring children to other schools is the most common solution.
  - F. The victims try to hide the fact of being humiliated for fear of further abuse.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. The girl was assaulted by her peers for being different from them.
  - B. The Headmaster intends to expel the offenders from school.
  - C. For Lorraine, transfer to another school means giving the offenders even more freedom.
  - D. Andrew Price experienced the same problem as Lorraine Walker.
  - E. Constant peer pressure was the reason for Andrew’s silence.
  - F. Local authorities try to solve the problem of bullying pupils.

## Text 12

**Прочитайте текст и выполните послетекстовые задания.**

(1) Rain began to fall and the wind picked up Thursday as the outer bands of Tropical Storm Katrina reached South Florida. More than five million people in Broward, Palm Beach, and Miami-Dade counties were warned to prepare for hurricane conditions as Katrina slowed over the warm waters of the Gulf Stream and gained strength. Governor Bush urged Florida residents to take Katrina seriously, even if the storm does

not develop into a major hurricane. “I assure you, this is a dangerous storm”, Bush said in Tallahassee. “This storm will bring a lot of rainfall over an extended period of time”. He added that Katrina could pose the most danger as torrential rain continues after the center passes. But the biggest trouble will be rain, up to 20 inches in some spots, said state meteorologist Ben Nelson.

(2) Some gas stations Miami and Fort Lauderdale were reportedly running dry, and people were stocking up on bottled water, plywood and other supplies. Governor Bush said gas shortages could occur in Katrina’s wake. Officials in Broward County warned residents to expect street flooding, downed trees and power lines and inoperative traffic lights. Boat owners were urged to move their vessels inland. Drawbridges in Broward and Palm Beach counties were locked in the down position at noon. In Miami-Dade County, the Mayor recommended that people living in low-lying areas and mobile homes voluntarily evacuate and use a public shelter at a local middle school. Schools were closed in Miami-Dade and Broward counties, and students in Palm Beach county were sent home early.

(3) At noon Thursday, Katrina’s center was about 40 miles off the coast, between Fort Lauderdale and Boca Raton. It was moving west, and expected to slow down, according to the National Hurricane Center. “It’s going to give the storm more time to strengthen”, the National Hurricane Center said. Katrina is the eleventh named storm of the busy 2005 Atlantic hurricane season, with more than three months left to go. By contrast, in the past 60 years, the average number of named storms in an entire season was just 10, according to statistics from the National Oceanic and Atmospheric Administration. The large number of early storms prompted forecasters to update their estimates of hurricane activity this year, projecting that as many as twenty named storms might develop.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Being used to hurricanes, Americans can underestimate the strength of Katrina hurricane.
  - B. People are too light-minded to take the hurricane seriously.
  - C. The hurricane activity is increasing in the southern states.
  - D. People took all the precautions against the hurricane.
  - E. The hurricane affects more and more territories of the state.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Florida residents understand that the hurricane will bring huge rainfall to the area.



- B. According to officials, the hurricane may surpass all expectations.
- C. People are on the alert but they are not going to stop working and resting.
- D. The problem that the hurricane will cause will be a strong wind and damage of facilities.
- E. Hurricanes are rare in the American south, their number getting smaller.
- F. It is known that named storms prove to be the most destructive ones.

### Text 13

Прочитайте текст и выполните послетекстовые задания.

(1) Shopkeeper Reg Evison was everybody's friend. Locals popped into his corner shop for supplies and a chat. Schoolchildren loved to buy Reg's goods. But the kind-hearted shopkeeper was not behind his counter to greet customers yesterday. Reg was stabbed with a 12-inch blade and robbed of J70 while alone in his Acton, North London shop on Saturday night. It was the latest in a series of attacks on small shops in the area. The police are hunting three black youths between 16 and 19.

(2) Reg's wife, 56-year-old Elspeth, can only hope and pray that her husband will survive. She will go on working in the shop with her 22-year-old son Bill. "It's my salvation to go on working, otherwise I would be biting my nails all day", she said. "This has been our way of life for 24 years — and no matter what happens, it will continue to be so. Our customers aren't just customers, they are our friends". Elspeth welcomed her customers as usual yesterday. An old man, shaking with infirmity, came in the door. "Your maltesers, dear, I have them", she said. He buys them every day and Elspeth knew they were for his dog.

(3) "He's a really kind man", said 13-year-old Richard White. "No matter how busy he was when a crowd of us were in he always said thank you when we paid. That's not bad for a man of his age with kids like us".

Elspeth was upstairs when her husband was attacked. The callous attackers had escaped before he could press the buzzer which alerted Elspeth that something was wrong. But he remained conscious long enough to give detectives a good description of the thugs, and to assure Elspeth they weren't former pupils from the school across the road.

(4) Children were never angels, and there have been times in the past when crime amongst them has been high. Even so the idea of a sweetshop owner being in hospital with serious stab wounds inflicted by youngsters is quite simply a terrible thing. Never mind whether we blame

the schools, the parents or that universal backstop, 'Society'. It has happened and we can expect plenty more cases like it. Let us not start looking for solutions until we admit to ourselves that when schoolchildren become blade-fancying shop raiders, life in this country has deteriorated.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. The police are on the look out for three delinquents suspected of robbery and attempted murder.
  - B. The sweetshop owner has been robbed and assaulted.
  - C. The owner's wife is in charge of business as it helps her to cope with anxiety and stress.
  - D. Contempt for authority has become the main reason for juvenile delinquency.
  - E. Despite the fact that the criminals' escaped the victim was able to describe them to the police.
  - F. The problem of juvenile delinquency is aggravating more and more.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Reg Evison treated his customers as real friends.
  - B. The police found the attackers quickly.
  - C. Reg's wife feels confident about her husband's chances of recovery.
  - D. Mrs. Evison was not in when he was attacked.
  - E. After the accident Reg said that he had been attacked by one of the acquaintances of his.
  - F. According to the article, eliminating juvenile delinquency is a number one problem.

### Text 14

Прочитайте текст и выполните послетекстовые задания.

(1) A cultural oasis, a centre of culture... We often hear these words pronounced with melancholy and nostalgia. The capital usually hosts international cultural events while the quiet provinces languish. However, if there are enthusiasts and talented people, culture will bloom. Just look at Bobruisk — a town famous for its local history. Bobruisk's art studio *Raduga* for children and teenagers often finds itself in the national news. Its pupils are laureates of the all-Russian festival — dedicated to Mikhail Vrubel — and have been invited to tour Moscow and the Moscow region with the exhibition. They regularly exchange exhibitions and delegations with famous children's art schools.



(2) Additionally, the *Raduga* studio has been invited to take part in designing an illustrated album entitled *Noble Heart*. Taisa Letova is organising the project with the assistance of Moscow's International Children's Gallery and the *Ikar* Publishing House. The second volume of the edition includes illustrations of fairytales from around the world. The Bobruisk youngsters, aged 7–12, were asked to portray the Belarusian fairytale of *Kupalinka* and the Latvian story of *Amber Stones*. *Noble Heart-2* is to be released in September at the Moscow International Book Fair at a launch party attended by its young artists, including those from Bobruisk.

(3) Remarkably, the drawings have an authenticity reminiscent of ancient folk images. *Raduga* Artistic Director, Igor Motin, explains that, in fact, the children really have been studying original illustrations to inspire their own. They've had lectures, been on excursions and have viewed films. They used the same technique for the *Noble Heart* book and exhibition dedicated to ecological problems. The paintings are now to be exhibited in the Polish town of Torun.

(4) This year is dedicated to Kupala's and Kolas' anniversaries so the *Raduga* school plans to use the masters' work as inspiration. The art project may become international – as this year also celebrates the jubilee of Russian artist A. Plastov. Joint exhibitions may be scheduled with Russian colleagues. 65 children currently study at the studio. Although *Raduga* doesn't aim to produce professional artists but merely aims to provide an aesthetic education and spiritual development, the artistic skills learnt by the children do shape their futures. Dozens go on to study at higher education artistic departments. Who says that the provinces aren't centres of culture?

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
- A. Certain provinces are centers of culture not only in Russia but in Belarus as well.
  - B. Ecological problems inspire the children from the *Raduga* studio to create their works.
  - C. Even in small towns culture can be flourishing thanks to enthusiastic effort.
  - D. Appreciation of the beautiful in nature, art, literature is the core of the art studio activity.
  - E. Joining the art studio in Bobruisk means versatile development and eventful life.
  - F. Thorough study of different sources of information helps to achieve better results.

2. Выберите те предложения, которые не соответствуют содержанию текста.
- A. According to the article small towns are in want of more varied and diverse cultural life.
  - B. Being a provincial art studio *Raduga* lacks possibilities to contact other art studios in the country.
  - C. The children at Bobruisk art studio continue folklore art traditions in their works.
  - D. The *Raduga* studio has exciting prospects for future cooperation with other establishments.
  - E. After graduating from the studio its members acquire a qualification in art history.
  - F. Joining the art studio is a good incentive to become an artist in the future.

## Text 15

Прочитайте текст и выполните послетекстовые задания.

(1) *Voluntary Service Overseas* (VSO) said that gap-year volunteering, highlighted by Princes William and Harry, has spawned a new industry in which students pay thousands of pounds for pre-packaged schemes to teach English or help to build wells in developing countries with little evidence that it benefits local communities. Judith Brodie, the director of VSO UK, said, "While there are many good gap-year providers, we are increasingly concerned about the number of badly planned and supported schemes that are dishonest – ultimately benefiting no one apart from the travel companies that organise them".

(2) VSO is drawing up a code of good practice to help gap-year students to find genuine voluntary work abroad. The charity cited the case of a volunteer teacher in Africa who was surprised to be shunned by her fellow teachers, then discovered that her placement had led to a colleague being made redundant. Taking a gap year used to be the preserve of only the wealthiest students, but it is now big business. The average gap-year traveller spends J4,800 and numerous companies have sprung up to get a slice of the market by offering prepackaged trips to projects for just two weeks at a time.

(3) Ms Brodie urged students to go backpacking instead. "Young people want to make a difference, but they would be better off travelling and experiencing different cultures, rather than wasting time on projects that have no impact and can leave a big hole in their wallet", she said. Prince William went to Chile with Raleigh International in 2000 to help



to build schools. The charity said that his work had sparked 'a lot more interest' in its projects. Prince Harry worked with orphans in Lesotho.

(4) Tom Griffiths, founder of *gapyear.com*, defended his business. "Some companies raise the expectations of students to unrealistic levels and make them think they will change the world. When they get there they discover they are only small players in the project and feel disappointed", he said. A spokeswoman for another similar company defended its short-term voluntary breaks and said it made sure that all the projects were sustainable. Raleigh International backed VSOs call for caution. "Students should be very careful about the voluntary work they choose", a spokeswoman said.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Students are warned not to take part in gap-year aid projects.
  - B. Volunteer work is often badly planned and organized.
  - C. Young people had better travel and broaden their horizons.
  - D. These days most expectations can not be fulfilled.
  - E. Some organizers of gap-year volunteering declare their business sustainable.
  - F. Various spokespeople advise not to trust unreliable providers.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Gap-year volunteering was organized by Prince's William and Harry to support underprivileged people elsewhere.
  - B. Some volunteers were tricked into expecting too much.
  - C. To get money from students is a huge temptation for a number of companies.
  - D. Traditional traveling can also be rewarding.
  - E. The scheme of gap-year traveling is quite expensive. Not everyone can afford it.
  - F. There are several firms providing the scheme and a student should be selective in his choice.

## Text 16

Прочитайте текст и выполните послетекстовые задания.

(1) German toy shops are planning to halt the sales of war toys and games and model kits packed in boxes displaying scenes of death and destruction, the head of their retailers' association reported yesterday. This does not mean that toy soldiers, tanks and models of military planes

will vanish from the shops. The retailers, urged by the German government, are anxious to reduce the flood of toys which they feel are aimed at glorifying the violence of war.

(2) Dr Hans-Jochen Vogel, German politician appealed to the industry in a speech at Bamberg last month to impose voluntary curbs on the production and sale of such toys. He said that they tended to encourage violence. Yesterday his ministry claimed that his appeal had been heeded. The toy retailers' association, it said, had adopted a resolution urging its members to avoid dealing in war toys and to reject 'aggressive advertising and packaging' in model kits.

(3) One of the leading crusaders against war toys is Herr Heinz Schrors, a Cologne toy dealer who is president of the German Association of Toy, Model-making and Perambulator Retailers. He is also chairman of the European Toy Retailers Association and he appealed to his European colleagues at a Brussels meeting last week to follow the German example. He returned two days ago from London, where he had been 'horrified' by the window displays and the toy counters of leading Oxford Street stores.

(4) "A lot of this stuff is made in Britain, America and Japan. Sometimes it's anti-German, with SS markings and scenes of German brutality", he said. There were war games made in America under such names as *Tank Battle* or *Fleet Manoeuvres* which were also objectionable. Herr Schrors said he had nothing against lead soldiers – "I find them historic, instructive and often beautiful" – nor against aircraft models as such. "All I am against is the glorification of war, brutality and violence", said he.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Britain, America and Japan are to blame for the propaganda of war.
  - B. Worship of violence doesn't appeal to toy retailers.
  - C. Toys should be different and reflect all sides of human life.
  - D. The idea of halting the production and sales of aggressive war toys was eagerly welcomed by the toy retailers' authorities.
  - E. History should find its reflection in toys but glorifying war is both dangerous and thoughtless.
  - F. Everyone in the toy-making business should take a stand against the war toys sale.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Toys and games displaying scenes of death and warfare are destructive.

- B. Toy retailers are working out ways of limiting the number of aggressive toys.
- C. War toys production is justifiable as popular and profit-bringing.
- D. Glorification of death, war and violence with the help of toys is banned all over the world.
- E. According to Herr Schrors toys can reflect some war events but only as propaganda of peace.
- F. Military toys production should be about history not war.

## Text 17

**Прочитайте текст и выполните послетекстовые задания.**

(1) Prince Harry is expected to be sent on a private visit to a Holocaust memorial in order to understand the offence given by his wearing a Nazi uniform at a fancy dress party. According to royal sources, any trip would be made after the current scandal has died down and could be in the company of Harry's brother Prince William, who is now said to feel that he should share some blame for the incident. The most likely place for such a visit in Britain is the Beth Shalom Holocaust Centre in Nottingham, which extended an invitation to the Prince to visit its exhibition and meet survivors yesterday.

(2) Meanwhile, yesterday Clarence House – the official representatives of the British Royal family – attempted to draw a line under the incident, which provoked international outrage and condemnation by politicians from all parties. A statement issued by Clarence House stressed that the 'heartfelt' apology issued on Wednesday night had been accepted by Jewish groups. The Prince of Wales made no comment while on an official engagement to meet flood victims in Carlisle. A Clarence House source said, "We have not ruled anything out and will give consideration to a number of invitations we have received in due course. A trip to something such as a Holocaust centre remains a possibility".

(3) Dr James Smith, the chief executive of the Beth Shalom Holocaust Centre, said yesterday, "We are not demanding that Prince Harry makes a further public statement, we should accept his apology instead of forcing him to face the cameras. I would much rather now that he understood why it was such a lapse of judgment. For that reason we will extend an invitation to him to visit the Holocaust Centre, meet with survivors and make a trip to Auschwitz, but only once the attention has died down. Now it is time to reflect on the lessons the Holocaust has for all of us – and to give Prince Harry the space to do so too".

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются текста лишними.
  - A. Prince Harry offended Jewish people and has to apologize.
  - B. Prince Harry will try to redeem his fault by visiting a Holocaust memorial and understand its meaning.
  - C. The Royal family representatives are trying to reject suggestions that Prince Harry should make further apologies.
  - D. Prince William feels as any brother would about the matter – he shares some of the responsibility for what has happened.
  - E. Prince Harry's actions have generated debate on the Holocaust.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Prince Harry put on a Nazi uniform to show his contempt for war victims.
  - B. Clarence House isn't happy about the sensation that has been caused by Harry's thoughtless actions.
  - C. Clarence House doesn't support Prince Harry's visit to a Holocaust centre.
  - D. Dr. James Smith wants Prince Harry to give his apologies to Jewish groups during his visit to a Holocaust centre.
  - E. Executives at a Holocaust centre demonstrate tolerance and respect.
  - F. The Royal family would prefer to take no notice of Harry's behavior.

## Text 18

**Прочитайте текст и выполните послетекстовые задания.**

(1) Jasmine Willis had started work at her family's sandwich shop when she overdosed on caffeine. The 17-year-old student, who has just finished her GCSE exams, said, "I had only had five hours' sleep and was at work at 8 a.m. so I thought I would have a double espresso to perk me up. It did the trick and I felt much more awake, so I had one after another and they seemed to be working. I felt great, I could take on the world". By lunchtime last Wednesday Miss Willis had drunk seven double espressos. An hour later she began to feel unwell. She said, "My nerves were jangling. I was crying in front of customers. I was on a major come-down and was so depressed".

(2) After being sent home by her father Gary, Miss Willis developed a fever and could not breathe properly. She said, "My heart was beating so fast and I think I was going into shock". Miss Willis was taken to the



University Hospital of North Durham, where doctors confirmed that she had overdosed on caffeine. She was discharged a few hours later but says that she suffered side-effects. "I felt exhausted for days", Miss Willis said. "It's fine in moderation but I overdid it big-style. I did not realise this could happen to you".

(3) Her father, who runs the Sandwich Bar, said, "She did not realise she was drinking double measures. I have always stressed to my children the importance of moderation but Jasmine got caught out on this occasion". Doctors recommend that coffee is drunk in moderation. As a rule of thumb, this means about four or five cups a day but consumption can depend on the type of coffee and if any allowance has been made for cups of tea and chocolate, which also contain caffeine.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. The girl's desire to stay active led to the overdose of caffeine.
  - B. Other sources of caffeine can be dangerous as well.
  - C. Absence of moderation in drinking coffee may lead to grave consequences.
  - D. Caffeine intake is greatly influenced, among other things, by the type of coffee.
  - E. Shock became the reason for overdose of caffeine.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Lack of sleep became the reason for Jasmine Willis' desire to consume a lot of coffee.
  - B. After being taken to hospital Jasmine Willis felt much better and recovered completely.
  - C. Jasmine didn't realise that drinking plenty of coffee could have serious side-effects.
  - D. The number of cups of coffee a day depends only on the sort of coffee a person drinks.
  - E. Caffeine can be found not only in coffee.

## Text 19

Прочитайте текст и выполните послетекстовые задания.

(1) Agro-ecotourism is the most quickly developing and promising trend in inbound tourism. Last year domestic rural guesthouses welcomed around 40,000 guests – 2.5 times more than in 2007. The branch has ambitious views for its future development. 474 Belarusian rural

guesthouses currently welcome tourists. However, this year, around 200 more people are expected to ask banks to loan them funds to set up their own business. The Belagroprombank's Board of Directors believes that even if their number reaches four hundred, all will receive loans.

(2) Financial support is guaranteed for all those capable of running a tourist agro-estate – and loans are being granted on privileged terms. Moreover, the owners of tourist sites can always count on information support. A tourist catalogue-guidebook is being released for the second year in a row; the current edition contains full information on about 250 guesthouses, alongside routes and recreational sites in Belarus. Multimedia kiosks are also being installed in towns with over 50,000 residents, showing full information on tourist attractions. From an economic point of view, being engaged in agro-ecotourism is beneficial and profitable.

(3) "This type of business has many advantages. It brings profit and gives people the opportunity to realise themselves", notes the spokesman for the Ministry for Sports and Tourism. Belarusian hospitality is certainly equal to that of western countries. A rural tour lasts, on average, two and a half days. Belarusian residents usually come to the countryside at weekends, while foreigners prefer to make a longer tour of the country. Agro-ecotourism possesses far greater potential and could become an independent complex providing an entire range of tourist services. Yet new ideas and wider opportunities for guests are necessary to further develop the branch. "Entrepreneurs involved in recreation should enhance their level of services", he explains. "Tourists like to have choices beyond just staying in rural guest-houses."

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Agro-ecotourism is an attractive proposition for businessmen and tourists.
  - B. Visitors enjoy tremendous mobility while exploring rural places.
  - C. Agro-ecotourism helps the country rediscover and focus on its own heritage.
  - D. Agro-ecotourism means both getting off the beaten track for tourists and a good source of income for enterprising people.
  - E. The authorities are ready to promote Belarusian agro-ecotourism.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. Agro-ecotourism is a good way of holiday-making for sophisticated, comfort-loving adults.



- B. If the number of rural guesthouses rises, banks will stop giving loans.
- C. Agro-ecotourism presupposes visiting a few villages to get an idea of what the past of Belarus was like.
- D. Unlike foreigners, Belarusian people spend longer periods of time at rural guesthouses.
- E. One of the goals for rural guesthouse owners is to improve service standards.
- F. The authorities are eager to provide any kind of informational and financial back-up.

## Text 20

Прочитайте текст и выполните послетекстовые задания.

(1) A 15-year-old schoolgirl who died after taking drugs for the first time at a Christmas Day party has become Scotland's youngest drugs victim this year. Kerry-Ann Kirk, of Coat Bridge, is believed to have taken methadone, a prescribed heroin substitute, during a friend's party supervised by adults. A post-mortem examination is to be carried out and a report submitted to the Procurator Fiscal. Police said that Kerry-Ann had no history of drug abuse. Her body was found in the house at 1 p.m. on Boxing Day lying under covers in a bedroom upstairs. Her friend's parents, who had supervised the party, had thought that she had gone home with everyone else the night before. An ambulance was called, but she had been dead for some time, police said.

(2) Yesterday her relatives were struggling to come to terms with the tragedy, which is the second to hit the family in recent months. Kerry-Ann's father, Gerard, died after a long illness this year. Her mother, Marie Kirk, 39, who works at Boots, said, "She was a beautiful girl and very popular with everyone. Christmas will never be the same for me or my family again. She had nothing to do with drugs as far as we knew. She hated them. This must have just been some kind of experiment that has gone horribly wrong. If there were drugs involved, I would take it that someone put them in her drink or something like that. I do not think she would have taken them voluntarily".

(3) The party was being held at the home of a school friend, Sean Stack. Yesterday his father, Kevin, said that he and his wife had been supervising the party and had seen nothing suspicious. Mr. Stack added that only six teenagers had been at the party, which was held in the spare bedroom. He had checked on the youngsters regularly, he said. Kerry-Ann is the seventh person to die of suspected drug abuse over the Christ-

mas weekend in the area, and takes the total number of drug deaths in the region to a record 146 this year, a 50 per cent increase on the total for last year.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. A girl who had never messed with drugs died at a party.
  - B. Though supervised by adults the youngsters were at liberty to take drugs.
  - C. The mother could not stop her daughter doing what she wanted.
  - D. Kerry-Ann's family do not believe in her taking drugs voluntarily.
  - E. The world seems to be facing a youth drug crisis.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. The dead girl most definitely was a drug addict.
  - B. Kerry-Ann left her friend's house and died on the way home.
  - C. The girl's mother said that she would have figured out the fact that her daughter was taking drugs.
  - D. Had it taken place, Mr. Stack would have noticed drug abuse.
  - E. There are more young addicts today than ever before and the death toll is increasing.
  - F. According to statistics, more and more young people are opting for healthy lifestyle.

## Text 21

Прочитайте текст и выполните послетекстовые задания.

(1) A teenager was sentenced Friday to a year and a half in prison for unleashing a variant of the Blaster Internet worm that crippled 48,000 computers in 2003. Jeffrey Lee Parson, 19, of Hopkins, Minnesota, will serve his time at a low-security prison and must perform 10 months of community service. He had faced up to 10 years in prison, but the judge took pity on the teen, saying his neglectful parents were to blame for the psychological troubles that led to his actions. "The Internet has created a dark hole, a dungeon if you will, for people who have mental illnesses or people who are lonely".

(2) District Judge Marsha Pechman said, "I didn't see any parent standing there saying, 'It's not a healthy thing to lock yourself in a room and create your own reality'." Defense lawyers said Parson feared leaving the house and his parents provided little support. He pleaded guilty



last summer to one count of intentionally causing or attempting to cause damage to a protected computer. Parson created a Blaster version that launched a distributed denial-of-service attack against a Microsoft Windows update Web site as well as personal computers. Blaster and its variants crippled networks worldwide.

(3) Parson's lawyers said he has made great strides since his arrest. They also credited him with making a Seattle School District video warning teens of the dangers of Internet vandalism. Parson apologized to the court and to Microsoft, saying, "I know I've made a huge mistake and I hurt a lot of people and I feel terrible". He will still have to pay restitution to Microsoft and to people whose computers were affected in an amount to be determined at a hearing next month. Parson was charged in Seattle because that's where Microsoft is based.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Family breakdown became the reason for the crime.
  - B. The Internet worm created by a teenager crippled thousands of computers.
  - C. Lack of interest and attention made the teenager a criminal.
  - D. Parson realizes the amount of damage he has done to people and is ready to suffer a punishment.
  - E. Loneliness led the teenager to a sentence of five and a half years in prison.
2. Выберите те предложения, которые не соответствуют содержанию текста
  - A. Parson's illegal act has its origin in his upbringing and environment.
  - B. Erratic discipline pattern became the reason for Parson's criminal act.
  - C. The judge states that parents do not protect their children from bad influence of the Internet.
  - D. The Internet worm crippled the computers in the neighbourhood only.
  - E. Parson has admitted his destructive behavior and apologized for it.
  - F. The teenager was not put on trial in his native state for fear of people's protests.

**Прочитайте текст и выполните послетекстовые задания.**

(1) Ron Martin, 55, used to be so worried about catching the bus that he would stand at the edge of the Protestant White City estate every morning and wait until he saw it coming down the road before crossing to reach the stop. Now he waits at the Protestant bus stop, looking downhill to the Catholic stop 80 yards away. They are just two lampposts apart, but his neighbours waiting down the street might as well be aliens. They come from a different world – the nationalist Greencastle estate.

(2) Mr. Martin said that he was 'relieved beyond words' now that Protestants had their own bus stop. "I've had stones thrown at me while getting on and off the bus, and had verbal abuse as well", he said. Once on the bus Protestants and Catholics sit side by side and there is rarely any trouble. "There are Catholics on the bus and they are normal people like us. It was just the thugs standing at the bus stop who caused the trouble", Mr. Martin said.

(3) *Translink*, the Northern Ireland bus company, said yesterday that it had moved the bus stop closer to White City after receiving complaints from local Protestants, but had then erected a second stop after Catholics from the Greencastle estate said they felt unsafe at the new location. Mark Breslin, a Greencastle community worker who catches the bus several times a week, complained that people were being labelled. "It means that something as simple as standing at a bus stop makes you vulnerable to being attacked", he said. "Why stop with separate bus stops? Why not have two separate buses or Catholics at the back and Protestants at the front?"

(4) Both sides blame the other for the violence that has brought an almost constant police presence to the area, where stone-throwing and rioting erupts without fail every weekend. Across the peace line, Geraldine McKernon, who has lived in Greencastle for 14 years, says she is 'terrified' to walk up the Whitewell Road for fear of being attacked by loyalists but does not believe that separate bus stops are the answer. "To me it's a terrible thing. You can pass a bus stop and say that person is a Protestant and that person is a Catholic?"

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Sectarian rioting will hardly stop.
  - B. The Northern Ireland bus company is ready to continue the process of bus stops segregation in the country.
  - C. Crime is the reason for the conflict, not religion.

- D. In Northern Ireland, Catholics seem to be alien to Protestants.
  - E. Separate bus stops can become the first step to religious segregation.
  - F. Sectarian rioting has become so bad that Protestants and Catholics have been given separate bus stops.
2. Выберите те предложения, которые не соответствуют содержанию текста.
- A. Locals support the idea of bus stops separation.
  - B. Ron Martin lays the blame for the conflict on bus drivers.
  - C. The bus company had to set up several new bus stops to ease the conflict between Catholics and Protestants.
  - D. Bus stops separation is the first step to labeling people.
  - E. Many people do not think that the measures undertaken by bus companies will solve the problem.
  - F. According to the article, separate bus stops are an effective means to promote peace in the area.

### Text 23

Прочитайте текст и выполните послетекстовые задания.

(1) Captain Jim Cernich of the Sheriff's Office in Citrus County, Florida, said deputies in San Juan County, apprehended Linda Dollar and John Dollar on a road after recognizing their gold 2000 Lexus sport utility vehicle. The Dollars face charges in Citrus County, where they lived in Beverly Hills, on one count of aggravated child abuse for five children. The Dollars put up no resistance when they were picked up, said Bruce Bushore, a sheriff's dispatcher in San Juan County. Bushore said deputies had been on the lookout for the couple after a nationwide bulletin was issued for them. "They spent a long day on this, looking for these people", Cernich said. "They combed the area and were just about ready to shut down operations when they spotted the vehicle".

(2) The Dollars were not the biological parents of their seven children. Gail Tierney from the Citrus County Sheriff's Office said they were their legal guardians, and Florida Governor Jeb Bush said the Dollars had adopted the children. The case came to authorities' attention two weeks ago when paramedics responding to a 911 call from the home in Beverly Hills took a 16-year-old boy to hospital in nearby Crystal River, Tierney said. "That was just the start of the alarming parts of this case", she said in a telephone interview. Authorities went to the home in Beverly Hills and interviewed the other children, including twin 14-year-old boys who were so malnourished they weighed 36 and 38 pounds apiece. In

addition to the three teen boys and the 12-year-old girl, the other child allegedly abused is a 13-year-old girl. The two children not harmed are a 17-year-old girl and 14-year-old boy.

(3) Linda Dollar said, "We have five adopted children and have seen what we can do to help those less fortunate. We can see so many children who need special care, love and an opportunity to be part of a warm, loving, caring home atmosphere". Yet the Dollars are accused of forcing the five children to sleep in a closet in the master bedroom. Tierney said it also appeared that the Dollars tried to keep the children inside the home as much as possible and that each one was home-schooled.

(4) Authorities removed all the seven children from the home and placed them in the custody of the Department of Children and Families. The Dollars were to appear in court for a hearing Monday but never showed up. Today a Florida couple accused of abusing and starving five of their seven children were caught Friday night in Utah after detectives were able to track their cell phone signals. "They said they were foster children, and they had come from Florida and these children were being abused, so they had rescued them from homes", said Jean Underwood, who rented a house to the Dollars near Knoxville before they returned to Florida.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
  - A. Two people accused of maltreating their children were captured.
  - B. The doctors understood that a 16-year-old boy's case was not just an accident.
  - C. Physical and moral abuse was revealed while treating an adoptee in hospital.
  - D. All the children have been moved to safety.
  - E. Pretending to be good parents, the Dollars tortured their children.
  - F. The Dollars were accused groundlessly.
2. Выберите те предложения, которые не соответствуют содержанию текста.
  - A. The parents' criminal acts endangered their children's physical and mental health.
  - B. All the seven children were reported victims of child maltreatment.
  - C. The Dollars fostered seven children.
  - D. The Dollars neglected their children but no real harm was done.
  - E. Today the children are living in a special rehabilitative centre.
  - F. The couple were captured after a thorough police operation.



## Text 24

Прочитайте текст и выполните послетекстовые задания.

(1) Ronald Ito testified that he decided to leave behind most of the letters, which were found in Robert Blake's wife's living quarters. But they were later discovered by Blake's first attorney, Harland Braun, who publicly revealed them and delivered them to police. Braun contended any of the men bilked by Bonny Lee Bakley could be suspects in her murder. "Isn't it true the things you seized were only the things you believed would incriminate Mr. Blake?" asked defense attorney M. Gerald Schwartzbach. "I seized what I thought would be evidence", said Ito.

(2) Blake, 71, is charged with killing Bakley, whom he married after learning he had fathered her child. Bakley, 44, was shot to death in a car outside a restaurant where she and Blake dined. Blake said he returned briefly to the restaurant to retrieve a gun he carried for protection and when he returned he found Bakley mortally wounded. The detective Ronald Ito said his team read some of the letters at the scene and later investigated 'unhappy customers', but cleared them of involvement in the murder. "Most of them were just unhappy men", said Ito. "I don't remember any of them threatening to kill her". The detective was also asked if he had investigated up to eight men that Bakley married for their money and then divorced. "Two come to mind", said Ito, "one in Florida and one in Utah". But he said he found they had been dead for many years.

(3) In other testimony, Ito acknowledged that he never ordered a gunshot residue test of the restaurant booth where Mr. Blake claimed he had left a gun – a key element of his alibi. The gun Blake carried the night his wife was killed was not the one that fired the fatal shots. But its whereabouts are central to his alibi. He accidentally left it in the booth, went back alone to retrieve it and then went out to his car parked on a nearby street and found his wife fatally wounded. Detective Ito was asked if he realized at the time that a residue test could corroborate Blake's statement. "I don't see how that could corroborate that he left the gun", he said, adding that if Blake had handled the gun that night, gunshot residue on his hands could have transferred to anything he touched.

1. Подберите к каждому абзацу предложение, отражающее его основную мысль. Два предложения являются лишними.
- A. Robert Blake's forgetfulness made him the main suspect in the case.
  - B. Detective Ito didn't intend to find any other suspects in Bakley's murder except her husband.

- C. It appeared that the investigation was formal.
- D. In Bakley's case new suspects were found.
- E. Blake's alibi wasn't confirmed.

2. Выберите те предложения, которые не соответствуют содержанию текста.
- A. Ronald Ito decided to conceal some of the evidence as irrelevant.
  - B. Bonny Lee Bakley appeared to be a swindler.
  - C. The fatal shots were fired from Blake's gun.
  - D. Ronald Ito said that a residue test couldn't confirm Blake's alibi.
  - E. Blake's attorney tried to hide the evidence.
  - F. Mr. Blake married Bonny Lee Barkley for her money.



# KEYS

## Part 1

| Задание 1 |   |   |   |   |   |   |   |   |   |    |    |    |
|-----------|---|---|---|---|---|---|---|---|---|----|----|----|
| Тест      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1         | 3 | 2 | 3 | 5 | 5 | 4 | 3 | 1 | 3 | 2  | 2  | 3  |
| 2         | 4 | 5 | 6 | 3 | 1 | 3 | 6 | 4 | 6 | 5  | 6  | 1  |
| 3         | 1 | 4 | 1 | 6 | 4 | 6 | 1 | 6 | 1 | 4  | 1  | 6  |
| 4         | 5 | 1 | 2 | 4 | 2 | 1 | 2 | 2 | 4 | 1  | 4  | 2  |
| Задание 2 |   |   |   |   |   |   |   |   |   |    |    |    |
|           | 1 | 4 | 2 | 2 | 1 | 4 | 3 | 2 | 4 | 2  | 4  | 1  |

| Задание 1 |    |    |    |    |    |    |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|----|----|----|----|----|----|
| Тест      | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 1         | 4  | 4  | 4  | 6  | 2  | 5  | 3  | 6  | 2  | 3  | 2  | 4  |
| 2         | 6  | 6  | 1  | 2  | 5  | 4  | 1  | 1  | 6  | 4  | 5  | 1  |
| 3         | 1  | 1  | 6  | 5  | 1  | 1  | 4  | 5  | 1  | 6  | 1  | 6  |
| 4         | 3  | 3  | 3  | 1  | 4  | 2  | 6  | 2  | 3  | 1  | 3  | 3  |
| Задание 2 |    |    |    |    |    |    |    |    |    |    |    |    |
|           | 3  | 2  | 2  | 3  | 4  | 1  | 4  | 2  | 2  | 4  | 3  | 3  |

## Part 2

| Тест | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
|------|----|----|----|----|----|----|----|----|----|----|----|----|
| 1    | B  | B  | C  | C  | B  | B  | C  | B  | A  | C  | A  | A  |
| 2    | C  | C  | C  | A  | C  | A  | A  | A  | C  | A  | C  | C  |
| 3    | B  | B  | A  | C  | B  | A  | B  | C  | C  | C  | C  | C  |
| 4    | A  | A  | B  | A  | C  | C  | C  | B  | A  | C  | B  | B  |
| 5    | C  | A  | A  | C  | A  | B  | B  | A  | B  | A  | C  | A  |
| 6    | C  | A  | A  | B  | B  | B  | C  | B  | C  | A  | C  | C  |
| 7    | C  | C  | B  | B  | A  | B  | A  | A  | A  | A  | B  | B  |
| 8    | A  | C  | A  | C  | A  | C  | A  | C  | C  | C  | A  | B  |
| 9    | A  | B  | C  | C  | B  | C  | A  | C  | A  | A  | A  | C  |
| 10   | B  | A  | A  | A  | C  | A  | C  | A  | C  | B  | C  | B  |
| 11   | A  | B  | B  | A  | A  | A  | A  | B  | C  | A  | B  | A  |
| 12   | C  | B  | A  | C  | C  | B  | A  | A  | B  | C  | C  | B  |
| 13   | C  | C  | B  | A  | B  | C  | C  | C  | C  | A  | A  | A  |
| 14   | C  | A  | C  | C  | B  | A  | A  | B  | A  | A  | B  | C  |
| Тест | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 1    | A  | B  | C  | B  | A  | B  | A  | C  | B  | C  | B  | B  |
| 2    | A  | B  | B  | B  | C  | B  | B  | B  | A  | B  | C  | B  |

|    |   |   |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|---|---|
| 3  | B | C | B | C | A | A | C | B | B | B | B | A |
| 4  | C | B | A | B | C | B | B | C | A | C | B | B |
| 5  | A | C | B | B | B | B | A | A | B | C | C | A |
| 6  | C | A | B | C | B | A | A | A | C | A | B | C |
| 7  | B | C | A | A | A | A | A | C | A | C | C | C |
| 8  | A | B | B | B | C | C | C | B | B | B | A | A |
| 9  | B | B | A | B | B | B | C | C | C | B | A | B |
| 10 | C | A | A | C | C | A | B | B | B | C | C | B |
| 11 | C | A | A | B | B | A | A | C | C | A | B | A |
| 12 | A | B | C | A | B | C | A | A | C | C | B | C |
| 13 | B | C | A | B | A | B | B | B | B | B | A | B |
| 14 | A | C | C | C | B | C | A | B | A | A | B | B |

## Part 3

| Задание 1 |   |   |   |   |   |   |   |   |   |    |    |    |
|-----------|---|---|---|---|---|---|---|---|---|----|----|----|
| Тест      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1         | B | D | C | E | B | D | C | B | B | A  | B  | A  |
| 2         | A | F | F | F | D | B | D | C | F | C  | D  | D  |
| 3         | E | B | B | B | A | F | F | E | C | E  | F  | C  |
| 4         | F | E | D | A |   | E | B |   | E |    | E  |    |
| Задание 2 |   |   |   |   |   |   |   |   |   |    |    |    |
| Тест      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1         | C | A | B | A | A | A | A | A | A | C  | B  | C  |
| 2         | D | B | C | C | B | F | C | B | E | F  | F  | D  |
| 3         | E | E | E | E | C |   | D | D | F |    |    | E  |
| 4         |   |   |   |   | E |   | E | F |   |    |    |    |

| Задание 1 |    |    |    |    |    |    |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|----|----|----|----|----|----|
| Тест      | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 1         | B  | C  | F  | B  | B  | A  | A  | A  | C  | F  | A  | A  |
| 2         | C  | A  | B  | D  | C  | C  | E  | D  | B  | C  | B  | E  |
| 3         | E  | F  | C  | F  | A  | B  | D  | E  | D  | E  | D  | C  |
| 4         | F  | E  | E  | E  |    |    |    |    |    | A  | E  |    |
| Задание 2 |    |    |    |    |    |    |    |    |    |    |    |    |
| Тест      | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 1         | B  | A  | A  | C  | A  | B  | A  | A  | B  | B  | B  | C  |
| 2         | C  | B  | E  | D  | C  | D  | B  | B  | D  | F  | D  | E  |
| 3         | E  | E  |    | E  | D  |    | C  | C  | F  |    |    | F  |
| 4         | F  |    |    |    | F  |    | D  | F  |    |    |    |    |



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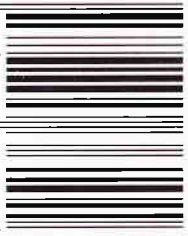
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