

ПРАКТИКУМ ДЛЯ ПОДГОТОВКИ К ОТБОРОЧНЫМ МЕРОПРИЯТИЯМ ПО «АНГЛИЙСКОМУ ЯЗЫКУ»

При подготовке к отборочным мероприятиям абитуриенты могут использовать материалы:

- для подготовки к ОГЭ (государственная итоговая аттестация в России в 9*классе), ЕГЭ (государственная итоговая аттестация в России в 11* классе),
- а также международным экзаменам FCE и CAE,
- особое внимание просьба обращать на разделы Reading и Use of English (Чтение и Лексика и грамматика).

Также для подготовки предлагаются два варианта отборочных мероприятий по «Английскому языку» 2022 года и Ключи к ним (ниже).

*Нумерация классов - по российской системе образования.

1. English Entrance Test 2022

Duration - 90 minutes

Section 1 READING

Task 1.

Choose the most suitable heading from the list 1-8 for each part A-G. There is one extra heading which you do not need to use. You can use each number only once. Fill in the table below. / Установите соответствие между заголовками 1–8 и текстами A–G. В задании один заголовок лишний. Используйте каждую цифру только один раз. Занесите свои ответы в таблицу.

1. Career prospects
2. Impact on local tribes
3. Unsolved mystery
4. Pursuit of freedom

5. Dangerous voyage
6. Harsh healing methods
7. Seeking shelter
8. Educating future generations

- A. In 1584, the first English colonists tried to settle on Roanoke Island, which offered bountiful land and resources. But tensions with the local Native Americans and lack of supplies forced the settlers to leave. The English tried to settle Roanoke again in 1587. However, the second expedition to Roanoke Island met with a strange end. When a ship bringing provisions returned to the colony in 1590, the settlement was deserted. To this day, no one knows for sure what happened to the Lost Colony.
- B. The trip across the Atlantic Ocean lasted between one and six months, depending on weather conditions and the sailing experience of the crew. There were no private cabins for the colonists. They slept on the floor. Dinner was salted beef and a dry biscuit, and drinking water got contaminated. It was too dangerous to have a fire on the ship for heat, so colonists endured cold nights. Illness was common and killed many passengers.
- C. Some Europeans travelled to the New World to get a chance to practice their religion freely. English kings had the authority to determine what religion their subjects would practice. Those who didn't follow the king's religion could be punished harshly. In September 1620, 102 English men, women, and children sailed to the New World on the Mayflower for 66 days. They had separated from the Church of England to practice their own religion.
- D. The first colonists used to construct their homes inside palisades. Those were used as wooden fences built for protecting their colonies. Temporary houses were built out of sticks and brush. Eventually, colonists cleared land to make way for permanent homes. The abundant trees of New England were a great resource. Colonists

built sawmills that could turn logs into usable planks of lumber. To acquire large areas of land, settlers often simply took land from the Native Americans who were already living there.

- E.** At first, colonists concentrated solely on survival. As they began to secure food, supplies, and shelter, colonists expanded their interests into creating new jobs. Some jobs were in demand all over the country. A miller was needed to make flour for bread. Blacksmiths smelted iron to create farming tools and weapons. Women also had important jobs, including raising children and overseeing their education. They grew, gathered, and preserved most of the food.
- F.** All children in the colonies received some form of instruction. However, the style of instruction differed by region and background. Many colonists, such as the Puritans, thought it was important to read the Bible. Some women taught local children while tending to chores in their homes. These schools were called dame schools. Schooling in the Middle Colonies was mostly left to families until the 1680s when a Pennsylvania law required that all children be taught to read and write.
- G.** In colonial times, people had no concept of germs and disease. They believed the body contained different humours, or fluids. When a person had an illness, it was believed these humours were unbalanced. A common cure for many illnesses was bleeding or letting out large amounts of a person's blood. People thought that this would remove whatever was making the patient ill. Leeches were sometimes placed on a patient to suck out the blood in a process called leeching.

A	B	C	D	E	F	G

Task 2.

Read the text carefully and complete the gaps A-F with the parts of sentences 1-7. There is one extra part. Fill in the table below. / Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 1-7. Одна из частей в списке 1-7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

Growing up bilingual

Raising bilingual children takes planning, effort, and dedication, **A** _____. There are (at least) three reasons why this is so. First, in the United States, monolingualism is considered the norm, **B** _____. Second, English is a high-status, high-prestige language. For children in the United States (and beyond), this means it's the language associated with nearly everything fun and cool. And third, wherever they live, children—even very young ones—are aware of the status encoded in language.

This means they pick up very quickly on who speaks which language when (and for instance, that most of the other big boys that they admire in the sandbox speak English, not Korean or Portuguese). Taken together, this means that bilingual parents are swimming against a very powerful monolingual riptide.

In order to be successful in raising bilingual children, parents need to be prepared with the best and most current research findings on second language learning **C** _____. Monolingual parents face many of the same challenges as bilingual parents, but with the added burden of not being able to use the second language fluently themselves with their children. However, for families like these, in many ways, things have never looked better. There are now literally thousands of opportunities **D** _____.

Bilingualism is increasingly seen as a highly desirable asset. And as a result, there are now more resources than ever, **E** _____. However, making sense of these opportunities and separating the good from the useless is not easy. Parents must pick and choose wisely among programs, activities, and materials. Not all the resources are of similar quality: some are fantastic and lay a solid foundation for successful language learning, **F** _____. However, with the right foundation of knowledge, any parent can raise a child who knows more than one language, even if that parent is monolingual.

- 1) and hundreds of ways for children to learn second languages in the United States
- 2) as well as many effective and fun tips and tricks based on this research
- 3) and monolingual parents bring up monolingual children.
- 4) even for parents who are bilingual themselves
- 5) and others are slickly marketed but impractical wastes of time
- 6) ranging from classes to bilingual toys like Dora the Explorer to the iPod
- 7) and child rearing in one language is seen as the most typical

A	B	C	D	E	F

Task 3.

Read the text and do tasks 3-9. For each question choose the answer (A-D) which you think fits best. Fill in the table below with corresponding letters. / Прочитайте текст и выполните задания 3-9. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Занесите свои ответы в таблицу.

The Beginning of Architecture

Compared to other human activities, architecture is a young art that had its beginnings only 10,000 years ago when men and women, having discovered agriculture and husbandry, were able to give up roaming the surface of the earth in search of food. Until then they had been exposed to the weather, precariously protected by tents of animal skins.

All of this changed when people became sedentary. Tents were supplanted by more substantial abodes. Numerous huts sprang up in fertile areas; villages grew.

The clustering of huts created the need for larger huts where village issues could be discussed. These larger structures served both as town halls and churches, since spiritual needs have always gone hand in hand with the material ones.

The last ten thousand years spanned more than 300 generations, but we who have witnessed the incredible changes brought to our cultures by the industrial revolution may feel that architecture has not changed much, at least over the last 6 years. This constancy in the built environment should not surprise us, if we realize that architecture satisfies basic physiological needs, which have not changed since Homo sapiens appeared about 3 million years ago. We eat the same kinds of food as our prehistoric ancestors, and we cook food much as they did. We sleep on horizontal surfaces (though surely softer today than then), we protect ourselves from the weather, and we procreate in the only way we can. Architecture is the most conservative of the human arts because it caters to these unchanging needs of man.

Changes in architecture have been motivated by the conglomeration of people. The city is a friend to architecture. Whether we gathered first in villages, and then towns and cities, to better defend ourselves from enemies, or whether the exchange of trades and crafts required the proximity of first hundreds, and eventually millions, it was the city that led us to erect taller buildings and to enclose larger spaces.

Science and technology are motivated to satisfy genuine human needs. If architecture has never changed much in its functional aspects, it has undergone a fantastic technical revolution. The needs of the city will be satisfied, and technology, spurred by the discoveries and inventions of the industrial and scientific revolutions, has come to help.

The separation of art and technology is both unnecessary and incorrect. Instead, it is essential to understand that technology is often a necessary component of art and that art helps technology to serve man better.

3. Architecture is a relatively young art form in comparison to...

- A) technology
- B) science
- C) human affairs
- D) other art forms

4. According to the article, 10,000 years ago humans learned to remain in one place because...

- A) they found stable employment
- B) bountiful lands were discovered
- C) they figured out how to grow crops
- D) they found protection from enemies

5. Bigger buildings were being used for...
 A) government meetings
 B) religious gatherings
 C) social interactions
 D) all of the above
6. To our minds, architecture has remained fairly unchanged over the centuries due to...
 A) a lack of imagination
 B) a lack of variety in physiological needs
 C) a lack of resources
 D) government restrictions
7. The only major change in human activity in the past 3 million years has been...
 A) the bedding materials
 B) the way that humans consume food
 C) the style of cooking
 D) the need for shelter
8. The changes in architecture are usually brought on by...
 A) the changing environment
 B) the surrounding vegetation
 C) financial reasons
 D) the needs of people
9. The author claims that architecture is ... by science and technology.
 A) improved
 B) unaffected
 C) deterred
 D) destroyed

3	4	5	6	7	8	9

Section 2
GRAMMAR AND VOCABULARY

Task 4.

Read the text below. Change the form of the words given in capitals at the end of each line to fit in the gap in the same line. Fill in the table below with your answers. / Прочитайте приведённый ниже текст. Измените форму слов, написанных заглавными буквами, в конце каждой строки, чтобы заполнить пропуски. Запишите свои ответы в таблицу.

The roots of the Revolutionary War

- 10 If you lived in Massachusetts during the Revolutionary War (1775-1783), you might _____ Paul Revere heading north on his horse. SEE
- 11 To this day, Revere _____ for his ride to warn of British troops. KNOW
- 12 European settlers _____ in North America for more than 150 years by the time Revere made his famous ride. LIVE
- 13 Revere borrowed a horse and rode to _____ town of Lexington. NEAR

- 14 He warned military leaders that British troops_____toward their towns. The American military leaders prepared to fight the British troops. MARCH
- 15 American colonists who remained loyal to Great Britain made a difficult decision and suffered for that choice. _____Loyalists, they were often targeted by other colonists as enemies.. CALL
- 16 Loyalists had their houses burned down by Patriots for_____the war. Patriots were colonists who supported the Revolutionary War. NOT SUPPORT

10	11	12	13	14	15	16

Task 5.

Read the text below. Use the words given in capitals at the end of each line to form a word that fits in the gap in the same line. Fill in the table below with these words. / Прочитайте приведённый ниже текст. Измените форму слов, написанных заглавными буквами, в конце каждой строки, чтобы заполнить пропуски. Занесите свои ответы в таблицу.

Memes and Internet culture

- 17 Here's a fascinating fact: every person has their own vision of life. We all interpret things differently. A common word, like "home", can mean vastly different things to different people. For some, it's a geographical location, for others, a spiritual notion. It's not just that people disagree: after all, you and I_____also disagree about where "home" is, and this doesn't lead to arguments. PRESUME
- 18 But home is_____personal—to claim otherwise would be like complaining that your "here" is my "there." Cities, landmarks, regions—those are personal and also cultural. NATURE
- 19 How we talk about them is a sign of where we belong. When it comes to the internet, the question of what truly belongs inside Internet Culture gets people just as _____as the question of which city is The City. PASSION
- 20 I have, because I'm fun at parties, verified this through an extensive personal _____. When we write online, we don't do so in a vacuum. We remix. INVESTIGATE
- 21 We foster shared cultural references. We draw lines between insiders who get our various_____and outsiders who don't. But one thing we know, if we spend more than a minute discussing internet culture, is that it somehow involves a thing called memes. REFER
- 22 The_____of "meme" to the internet definition we're familiar with today was directly related to the question of what should and shouldn't be a part of internet culture. EXTEND

17	18	19	20	21	22

Task 6.

For questions 23-29 read the text below and think of the word which best fits each space. Choose the correct answer from the options provided. Complete the table below with corresponding letters. / Прочитайте текст с пропусками, обозначенными номерами 23–29. Эти номера соответствуют заданиям 23–29, в которых представлены возможные варианты ответов. Запишите свои ответы в таблицу.

The road to independence

By 1763, Great Britain ruled the 13 colonies on the eastern coast of North America. They obtained new colonies through **23** _____ and trade with other colonial powers such as Spain and the Netherlands. The colonies stretched from present-day Maine to Georgia. Great Britain also had colonies in the Caribbean. By 1775, the colonists were more than 2 million strong. They had **24** _____ while Native Americans had been killed off by war and disease. The British government paid to protect its colonies. Great Britain **25** _____ the weapons and soldiers fought wars in the colonies. They helped the colonists fight against Native Americans and against other European powers such as the French. These conflicts were very **26** _____. The British government raised **27** _____ on the colonists to provide for the soldiers. This angered some colonists. They felt such measures were unfair.

Leaders from the colonies met to decide what to do. At first, most colonists only wanted the right to govern themselves as part of the British Empire. But Great Britain would not give in to colonists' **28** _____. Some colonists began **29** _____ of independence. The colonial way of life was about to change forever. The Revolutionary War was about to begin.

- | | | | | |
|-----------|---------------|-----------------|------------------|----------------|
| 23 | A) surrender | B) ascent | C) conquest | D) inquiry |
| 24 | A) thrived | B) thrilled | C) floundered | D) accumulated |
| 25 | A) surpassed | B) succeeded | C) supplied | D) supervised |
| 26 | A) extracting | B) expanding | C) expressive | D) expensive |
| 27 | A) salaries | B) taxes | C) payments | D) tickets |
| 28 | A) demands | B) propositions | C) negotiations | D) queries |
| 29 | A) wondering | B) dreaming | C) contemplating | D) planning |

23	24	25	26	27	28	29

2. English Entrance Test 2022

Duration – 90 minutes

Section 1 READING

Task 1.

Choose the most suitable heading from the list **1-8** for each part **A-G**. There is one extra heading that you do not need to use. You can use each number only **once**. Fill in the table below. / Установите соответствие между заголовками **1–8** и текстами **A–G**. В задании один заголовок лишний. Используйте каждую цифру только один раз. Запишите свои ответы в таблицу.

- 1 Absolutely credible characters**
- 2 The key to situations and motives**
- 3 Actors *feed off* one another**
- 4 Acting and *improv* start together**
- 5 Characters inevitably change**

- 6 Do you really improvise?**
- 7 Horse riding for brave comedians!**
- 8 A lively show must go on**

A *Improv* (from improvisation) training can be incredibly valuable for the would-be comedy actor. *Improv* doesn't necessarily help the actor with script analysis, or with producing emotion on the spot, but it does help in recognizing and reflecting the "given circumstances" of a scene, and with determining the "actions" of a character.

B It can be argued that *improv* occurs all the time. It is outside the script, a way of providing a context for the character, an exercise to loosen up the actor, to prepare him for the demands of the play "proper", whether it is feeling comfortable before the audience or learning how to enhance the sense of fun and pleasure that mark a good performance. *Improv* assists the actor as he prepares for his role in a comedy, from the very moment the actor is assigned his part and begins underlining it in his script.

C In exploring the "craft" of comedy, *improv* can be used as something freestanding, a performance responsible only to itself, or as part of the rehearsal process and therefore in service of the play at hand. Underscoring the uses of *improv* techniques is our firm belief that the best actors, whether in comedy or tragedy, are the most *playful* actors, and by that we mean actors willing to take outrageous risks, eager to embrace bizarre, ridiculous, and nonsensical circumstances. This makes the audience believe in their performance 100 percent.

D If it is true that no two performances are exactly the same, just as no two audiences are — there is a different mood and hence a different reaction in the Saturday matinee audience from the audience who comes that evening. *Improv* makes you think on your feet. You will be able to adjust to these nuances. And what is more, you will be able to find new dimensions to your character, new ways and variations in enacting him over the course of a run.

E The "paradox" of *improv* is that the more you do it, the less spontaneous it becomes, therefore it looks scripted and rehearsed. Oh sure, do enough *improv* and you build up a bank account of lines, physical shtick (funny tricks), and responses. Work long enough with your company and you can often predict where they are going in the performance, or what they need from you.

F Still it is very much like riding a bucking wild horse: you are generally good for a minute or so, but the skill is in going longer — without falling off. You are taking risks and thereby trusting your imagination, but when creating and rehearsing your comic scripted character, you have to watch and listen very carefully to what your fellow actors do on stage as it affects what you do. *Improv* takes this notion to the extreme by teaching the absolute need to work with others, to support them, to give as well as take.

G *Improv* highlights how to create a beginning–middle–end structure for the arc of the character as it progresses through various structural phases as well as an exposition ("who"/"what"/"when"/"where" of a scene), rising action/conflict, and the need for resolution. In details, performances vary from night to night, and so *improv* forces actors to abandon the ideal performance they thought they had developed in rehearsal in favor of dynamic events that are ostensibly happening right now for the first time.

A	B	C	D	E	F	G

Task 2.

Read the text carefully and complete the gaps A-F with parts of sentences 1-7. There is one extra part. Fill in the table below. / Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 1-7. Одна из частей в списке 1-7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

FOR PIGS IT IS BETTER IN DISNEYLAND

I was concerned about the way farms were treating their pigs. There was a lot of controversy, which is still going on today, about the stalls where mama pigs were kept locked in for their whole pregnancy. The sow stalls were so narrow the pigs didn't even have enough room to turn around. Doing my research, I hoped that I maybe would show how **A** _____ comparing with those where pigs are raised in nice straw bedded pens.

So, for my dissertation I selected to observe 12 of my piglets in six baby pens with a perforated plastic floor. The other twelve were tenants of Disneyland in lovely pens **B** _____ or rummage around in. I also brought plastic balls, old telephone books they could rip up, boards, and a metal pipe for them to roll around the floor.

Every day I put new things in and took old things out. I also added to my research calendar **C** _____ which might find strange. You would think straw is straw, but it isn't. The pigs loved fresh, new straw, which they found very interesting. The old straw was boring. My hypothesis was that the brains of the Disneyland pigs would show more dendritic growth than the brains of the barren-environment pigs.

To compare neurons from one brain to another you spend hours and hours staring into a microscope and drawing the cells by hand. When I finally got done, it became clear to me that I was **D** _____ as they didn't have any greater dendritic growth at all. I was even more surprised to find out that my barren-environment pigs did have greater growth. The entire experiment was to be done over again.

This time I installed cameras so I could see what pigs were doing when I wasn't around. I already knew my barren-environment pigs were much more hyper and wouldn't stay away from me when I would go to clean the pens. As a result of the environmental deprivation, their **E** _____ the hose and getting in the way. I found out from watching the videotapes that they were hyper at night, too. They remained active while the Disneyland pigs were sleeping.

Unlike my Disneyland pigs, who were usually indifferent to my feeder cleaning as they had plenty of fresh straw and toys to occupy their seeking system, my barren-environment piglets did a lot, using their noses to prod and poke each other and the waterer. Greater use of a body part led to a greater dendritic growth in the brain part that received input from that body part. Everyone, including me, assumed that dendritic growth was a good thing. But after I saw how my pigs were acting at night when they should have been sleeping, my conclusion was that **F** _____ is not good at all. Little- or ever-increasing growth, both extremes can be pathological, and the seeking system needs to be satisfied to prevent abnormal brain development. That's what neuroscientists believe today.

- 1) with a thick straw bedding to dip into
- 2) unfavorable scanty conditions for pigs
- 3) wrong about the Disneyland pigs
- 4) favorite entertainment was biting
- 5) really close to a breakthrough
- 6) a daily chore of changing straw bedding
- 7) a dendritic growth beyond limits

A	B	C	D	E	F

Task 3.

Read the text and do tasks 3-9. For each question choose the answer (A-D) which you think fits best. Fill in the table below with corresponding letters. / Прочитайте текст и выполните задания 3–9. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Запишите свои ответы в таблицу.

DINOSAURS AT MAGNATES' SERVICE

Since the first dinosaur fossils were uncovered in England during the 1820-30s, and dubbed *Dinosauria* by the anatomist Richard Owen in 1841, for a long time they did not stand out among all of that large and strange-looking ichthyosaurs and plesiosaurs. The change occurred in the end of the 19th century: a sensational series of new discoveries in the American West elicited enormous excitement. American dinosaurs struck observers as bigger and more imposing than their European counterparts. The local entrepreneurs spotted a fertile niche for the towering behemoths that wow visitors in the newly created large, corporately organized, and bureaucratically managed museums of natural history.

At precisely the same time of the dinosaur bones' fame, the U.S. was transforming into a global industrial powerhouse primarily due to the growing mineral exploration. The Rocky Mountain region, with the most bountiful mineral resources, came to be seen as a land of almost unlimited possibilities. Simultaneously, more and more people were moving to New York, Chicago, Philadelphia, and Pittsburgh. The railroad linked the city and the countryside into an increasingly dense network of supply and demand. Resources flowed in one direction and capital in the other. A class of wealthy merchants, bankers, and entrepreneurs grew, fueling the process of industrialization.

The industrial elite were quick to embrace dinosaurs as the nation's iconic extinct creatures. Widely heralded as having been larger, fiercer, and more abundant than prehistoric animals from Europe, they meshed well with a conventional narrative that celebrated American exceptionalism. Their origin in the deep past ensured that dinosaurs would be associated with evolutionary theory, which was often invoked to explain social, cultural, and economic developments.

Along with an unprecedented economic growth the industrial might, however, produced frequent episodes of financial panic and economic depression. Working people were especially hard-hit during these downturns, and inequality rose sharply. A sense of revolutionary uprising was in the air, leading to widespread moral panic among the social and financial elite, who feared that radical immigrants and labor leaders were spreading an anarchist message that could bring the industrial economy to its knees.

So, the elite's representatives became avid philanthropists, founding organizations designed to uplift, edify, and educate working people by exposing them to the highest achievements of modern civilization and demonstrate that capitalism could be altruistic as well as competitive—that it worked for the good of all in society, not just the wealthy few.

In addition to universities, libraries and art galleries, wealthy capitalists founded natural history museums. Of all the branches of natural history, dinosaur paleontology offered a particularly attractive target for philanthropic investment. Dinosaurs lent themselves to the building of spectacular displays that drew throngs of visitors to the museum, which was crucial to cementing the argument that industrial capitalism could produce genuine public goods in addition to profits.

Naturally enough dinosaurs did not function as a straightforward image of constant progress. The mass extinction event that killed them off at the end of the Cretaceous period mirrored the era's widespread anxieties about degeneration and decline, and dinosaurs were often inserted into a cyclical narrative that characterized evolutionary development as a

predictable series of fits and starts. The same evolutionary process was understood, in turn, to result in a familiar pattern of boom and bust that mirrored the emerging conception of what came to be called the business cycle.

3. Dinosaurs unearthed in the US were a sensation because...

- A) nobody had ever seen such creations before.
- B) the species were gigantic and strange-looking.
- C) the species looked very much like the real behemoths.
- D) the museum business, created around them, was aimed at impressing the public.

4. What characterised the industrialisation era in the US?

- A) Mining operations fed the economic boom.
- B) People were actively leaving rural areas.
- C) Railway networks covered the country.
- D) Wealthy people took control of capital.

5. What did the dinosaurs found in the US mean to the US elite?

- A) The dinosaurs represented the superiority of the country.
- B) The US was larger and more abundant than Europe.
- C) Economic growth was possible in the deep past.
- D) The elite couldn't go without the national symbols.

6. Economic failures frightened the elite because...

- A) they made social inequalities visible.
- B) working people showed disobedience.
- C) protests could disrupt the industry.
- D) anarchist ideas became popular in society.

7. Charity for the elite was a tool to...

- A) relieve dangerous social tension in the country.
- B) reduce illiteracy among hardworking people.
- C) guarantee the wealth belonged to many.
- D) present capital as the source of common welfare.

8. By investing in natural history museums magnates...

- A) found new sources of profits for themselves.
- B) got people to see real results of their social mission.
- C) were familiarizing the whole society with dinosaurs.
- D) intensified paleontological research.

9. Mass extinction of dinosaurs was a symbol of...

- A) inevitable concerns existing in any society.
- B) prosperity and decay being closely tied together.
- C) impermanence of any business model.
- D) the easily damaged human civilization.

3	4	5	6	7	8	9

Section 2 GRAMMAR AND VOCABULARY

Task 4.

Read the text below. Change the form of the words given in capitals at the end of each line (10-16) to fit in the gap in the same line. Fill in the table below with your answers. / Прочитайте приведённый ниже текст. Измените форму слов, написанных заглавными буквами, в конце каждой строки (10-16), чтобы заполнить пропуски. Запишите свои ответы в таблицу.

HOPE FOR THE HOPE

10	Mesmerizing, hypnotic beauty of priceless gems is often eclipsed by long-tail fights for their coveted sole ownership. 10 _____ in the Indian southwest Kollur mine by the Kistna river, one blue diamond initially became a property Kakatiya dynasty and remained India's treasure till 1642.	FIND
11	This superb gemstone 11 _____ the forehead of goddess Sita. Its radiance and deflected spectrum illuminated the entire sacred temple where Sita was placed.	DECORATE
12	The person to 12 _____ for triggering the bloody journey of these 45.52 carats of brilliant blue color attributable to traces of boron impurities, is a thieving Hindu priest, who for his careless deed faced a slow and agonizing death and de facto captained the doomed victims of the Sita's revenge.	BLAME

13	The solitaire then was presumably bought by the French jewel merchant Jean-Baptiste Tavernier and thus commenced its debut in Europe. Tavernier sold it to King Louis XIV for a handsome profit, but he 13 _____ was torn to death by wild dogs on a trip to Russia.	HE
14	During the French Revolution in 1792, the diamond was stolen from the French royal family. Next to fall prey to 14 _____ curse were beheaded Louis XIV and Marie Antoinette. Meanwhile, the diamond found the new owner -- Henry Thomas Hope and became the Hope Diamond.	IT
15	Hope's grandson Henry Francis gambled and spent his way to bankruptcy. The Hope passed to Evalyn Walsh McLean whose riches could purchase diamonds, but 15 _____ neither to forestall nor prevent tragedy: her son died in a car crash, her daughter committed suicide, her husband was declared insane and lived out his life in a mental institution.	ABLE
16	On November 10, 1958 the Hope travelled through U.S. Mail in a box wrapped in brown paper as simple registered mail insured for \$1 million at a cost of \$145.29, of which \$2.44 was for postage and the balance insurance. The destination was the US National Museum of Natural History . It was to the best, for if it had not been this final abode where the Hope's curse power appeared to have weakened, misfortunes 16 _____ forever.	CONTINUE

10	11	12	13	14	15	16

Task 5.

Read the text below. Use the words given in capitals at the end of each line (17-22) to form a word that fits in the gap in the same line. Fill in the table below with these words. / Прочитайте приведённый ниже текст. Измените форму слов, написанных заглавными буквами, в конце каждой строки (17-22), чтобы заполнить пропуски. Занесите свои ответы в таблицу.

GAUSS SURPRISING

17	One Wednesday in spring of the year 1777 in Lower Saxony, a boy was born to a working-class family illiterate to the extent that a mother did not know the exact day of her child's birth. It quickly became clear that the kid was 17 _____ smart. He ensured his career of the Mozart of mathematics and the <i>Princeps mathematicorum</i> , that is the foremost of mathematicians, by working out his own birthday.	ORDINARY
18	We know lots of telling examples of brilliant facilities bestowed on Carl Friedrich Gauss. He was once sat in the corner of a room while his father was calculating and handing out the weekly wages to the 18 _____ at the brick factory where the man worked. All of a sudden Carl piped up, 'Papa, the calculation is wrong!' The boy was 3 years old.	EMPLOY
19	Soon it was the turn of school instructors to get stunned. The arithmetic teacher called Butler was clearly waiting for some peace and quiet in his class and set all of the pupils to add up the numbers from 1 to 100 on their slates supposing it would get him an hour of quiet. To the teacher's 19 _____ on Gauss's slate, there was an instant answer.	AMAZE
20	Carl spotted that the first number with the last one is 101; 2 plus 99, that is the second number and the penultimate number is also 101. Pairing up each number at the beginning with a 20 _____ number from the end always gives 101. In a simple and elegant solution, 50 multiplied by 101 gave Gauss 5050. The boy was then 9 years old.	CORRESPOND
21	On his 14 th birthday, he was given a book of logarithm tables for his present, Gauss's new obsession, especially its table of prime numbers which were the biggest open challenges since the ancient Greece. This time, Gauss managed to find a 21 _____ between the primes at the back of the book and the logarithms at the front.	CONNECT
22	Gauss was particularly interested in the way the primes thin out as you count up to 10, to 100 and further and further. The table of logarithms prompted him a probability that a number will be prime as you climb higher and higher and he wrote, 'You have no idea how much 22 _____ is in a table of logarithms'. Although he couldn't prove the pattern and it remained a conjecture until the end of the 19 th century, the fact is that a 15-year-old boy had completely changed our perspective on prime numbers and this is the perspective we use today.	POET

17	18	19	20	21	22

Task 6.

For questions 23-29 read the text below and think of the word which best fits each space. Choose the correct answer from

the options provided. Complete the table below with corresponding letters. / Прочитайте текст с пропусками, обозначенными номерами 23–29. Эти номера соответствуют заданиям 23–29, в которых представлены возможные варианты ответов. Занесите свои ответы в таблицу.

LUNCH WITH A QUEEN

Luncheon at Buckingham Palace is normally organised for two members of the Royal Household and eight guests. The order for these guests is to be present singly without their spouses or any other close family members accompanying.

Given chosen invitees belong to all **23**_____ of life and their mode of daily routine can be tough, it is normal for the relevant member of the Royal Household to telephone the prospective guest first to make sure whether the date of the lunch fits in with their arrangements. If so, then a formal invitation is sent in the post, with the usual information about when to arrive, park, etc. Informal though these luncheons are, it goes without **24**_____ that invitations to attend them remain royal commands and should be answered formally in writing and returned to the private secretary or other member of the Household who sent it, not, obviously, directly to The Queen.

When in place, guests are supposed to **25**_____ the royal protocol specially designated for such occasions. Instead of being greeted by the hosts, guests are assembled in a drawing room, introduced to each other, given a drink. When the Queen comes in, each guest is presented. Little light chatting then follows until the moment Her Majesty leads the way into lunch wherein nobody **26**_____ a seat before the Queen does.

Lunch takes its natural course. Guests converse with each other. The Queen tries and talks to her guests. In the end, toasts are invariably drunk. They vary considerably and it is better for the *ingénue* to know the subtleties of the process **27**_____ you don't object to making a fool of yourself with a glass raised at completely the wrong time in a toe-curling isolation. For you to stay **28**_____ of a faintest risk, a secure rule is that you never, ever are the first to stand up, as some toasts are drunk sitting down.

The party ends when The Queen says goodbye and disappears from whence she came. It is customary to write a thank-you letter. All those who have a nodding **29**_____ with the Queen, address this to the member of the Household, asking him to convey thanks to Her Majesty.

23	A) walks	B) works	C) worlds	D) ways
24	A) discussing	B) speaking	C) thinking	D) saying
25	A) observe	B) notice	C) recollect	D) familiarise
26	A) obtains	B) takes	C) saves	D) occupies
27	A) lest	B) unless	C) until	D) so
28	A) clean	B) clear	C) crystal	D) fair
29	A) notion	B) knowledge	C) acquaintance	D) introduction

23	24	25	26	27	28	29

Ключи/ Keys

I

Task 1

A	B	C	D	E	F	G
3	5	4	7	1	8	6

Task 2

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

Task 3

3	4	5	6	7	8	9
C	C	D	B	A	D	A

Task 4

10	have seen
11	is known
12	had lived
13	the nearest
14	were marching

15	Called
16	not supporting

Task 5

17	presumably
18	Naturally
19	passionate / impassioned
20	investigation
21	References
22	Extension

Task 6

23	24	25	26	27	28	29
C	A	C	D	B	A	B

Ключи/ Keys

II

Task 1

A	B	C	D	E	F	G
2	4	1	5	6	3	8

Task 2

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

Task 3

3	4	5	6	7	8	9
D	A	A	C	D	B	B

Task 4

10	found
11	decorated
12	be blamed
13	himself
14	its
15	was unable
16	might have continued/would have continued

Task 5

17	extraordinarily
18	employees
19	amazement
20	corresponding
21	connection
22	poetry

Task 6

23	24	25	26	27	28	29
A	D	A	B	A	B	C