

## 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 четыре варианта отборочных мероприятий по «Английскому языку» и Ключи к ним (ниже).

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\*Нумерация классов - по российской системе образования.

### 1. English Entrance Test

**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 Absolutely Credible Characters**

**2 The Value of Improvisation**

**3 Actors Feed off One Another**

**4 Acting and Improv Go Hand in Hand**

**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 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. 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. 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. (12 points / 12 баллов)

Read the text carefully and complete the gaps A-F with the parts of sentences 9-15. There is one extra part. Fill in the table below. / Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 9-15. Одна из частей в списке 9-15 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

## My First Scuba Diving Experience

Scuba diving gives people an opportunity to be in the underwater world, to see the different colours and marine wildlife, even if it is just for a short period of time. It is so impressive **A**\_\_\_\_\_.

I've dreamt of scuba diving since I saw a documentary about the ocean and I immediately wanted to go underwater and see all those astonishing sea creatures myself, but **B** \_\_\_\_\_. However, last week my dream came true, and I went scuba diving for the first time.

My birthday gift turned out to be a scuba diving lesson. I was absolutely amazed! It wasn't a solo lesson, **C** \_\_\_\_\_. They were all as excited as me. Thomas, the instructor, started by teaching us how to use the equipment, such as snorkel, and diving fins. At that moment, I was a bundle of nerves.

A lot of beginners start in the swimming pool, but we went straight into the sea. The boat took us to a place about fifteen minutes from the coast. There, we got into the water. It **D** \_\_\_\_\_ my body wasn't. My heart was beating fast, and I suddenly felt cold. I took some deep breaths and tried to calm down.

We were shown some breathing exercises to start, then we went down into the water. We got down to about ten metres. I could only pay attention to my ears at first, **E** \_\_\_\_\_. I tried to get the water out of them and after a minute or two, they stopped hurting. I looked around. The sea was a beautiful shade – not the same as it looked from the boat at all. There were fish all around me. They were all different colours. I started to relax.

We spent around forty-five minutes in the sea before the instructor told us to swim slowly up to the surface so we could head back to the coast. I **F** \_\_\_\_\_, I wanted to stay there longer to enjoy the fascinating sea life but sadly the day had come to an end. If you ever get the chance to dive, you should take it.

- 9) was calm and warm, but
- 10) they were a real surprise
- 11) didn't want to return to land, though
- 12) didn't think it would be possible
- 13) that people do it over and over again
- 14) there were four other beginners with me
- 15) as they were in pain

A	B	C	D	E	F

### Task 3. (21 points / 21 балл)

Read the text and do tasks 16-22. 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 16–22. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Занесите свои ответы в таблицу.

## **Dinosaurs at Magnets' Service**

Since the first dinosaur fossils were uncovered in England during the 1820-1830s, and dubbed Dinosauria by the anatomist Richard Owen in 1841, for a long time they did not stand out among all the 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' sensational discovery, 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 industrialisation.

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. 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.

16 . The difference between English and American dinosaurs was in

- A) their age.
- B) their size.
- C) their breed.
- D) the method of excavation.

17 . What characterised the industrialisation era in the U.S. was

- A) mining operations feeding the economic boom.
- B) people actively leaving rural areas.
- C) railway networks covering the country.
- D) wealthy people taking control of capital.

18. The U.S. elite believed that the discovery of dinosaurs on their land meant that

- A) the dinosaurs represented the superiority of the country.
- B) the U.S. 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.

19. Economic failures frightened the elite because

- A) they made social inequalities visible.
- B) immigrants wanted to return to their motherland.
- C) protests could disrupt the industry.
- D) they led to bankruptcy.

20. Charity for the elite was a tool to

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

21. 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 familiarising the whole society with dinosaurs.
- D) intensified paleontological research.

22. 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.

16	17	18	19	20	21	22

**Section 2**  
**GRAMMAR AND VOCABULARY**

**Task 4. (14 points / 14 баллов)**

*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. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–7, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.*

**World Chocolate Day**

- |          |  |      |
|----------|--|------|
| <b>1</b> | Did you know that there's a World Chocolate Day? It takes place each year on 7 July. Chocolate was _____ used as a drink over 3,500 years ago in Central America.  | ONE  |
| <b>2</b> | It was very popular with the Maya and the Aztecs, who _____ cocoa beans with vanilla or chili peppers.   | MIX  |
| <b>3</b> | In fact, cocoa beans were so important to them that they _____ as money.   | USE  |
| <b>4</b> | Cocoa was first grown in Ecuador, which was, for a long time, the world's number-one producer of cocoa beans. It is still one of the top ten producers of the beans, but nowadays _____ than 70 per cent of cocoa beans come from West Africa.                                 | MANY |
| <b>5</b> | Cocoa beans come from cocoa trees, that grow in tropical forests around the world. The beans come to life in colourful pods of red, yellow and purple. Inside the pods are the beans. Each tree _____ around 50 pods a year, and each pod can contain between 20 and 60 beans. | GROW |
| <b>6</b> | It takes around 100 beans to make 100 grams of chocolate. The pods _____ by hand to protect the trees.   | PICK |
| <b>7</b> | The beans need to go through a number of different processes before they are ready _____ into chocolate.   | TURN |

1	2	3	4	5	6	7

**Task 5. (18 points / 18 баллов)**

*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. Преобразуйте слова, напечатанные заглавными буквами после номеров 8–13 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.*

**Do Countries Learn Economic Lessons?**

- 8 From 1926 to 1929, the attention of the world was \_\_\_\_\_ focused CHIEF upon the question of American prosperity.
- 9 As in all the previous booms brought about by the \_\_\_\_\_ of EXPAND credit, it was then believed that prosperity would last forever, and the warnings of the economists were condescendingly disregarded.
- 10 The turn of the tide in 1929 and the subsequent severe economic OCCURE crisis were not a surprise for economists; they had foreseen that, even if they had not been able to predict the exact date of their \_\_\_\_\_.
- 11 The \_\_\_\_\_ thing in that situation was not the fact that we had REMARK just passed through a period of credit expansion that was rather naturally followed by a period of depression, but the way in which governments reacted to these circumstances.
- 12 Standard attempts were made, in the midst of the general fall of EARN prices, to maintain the same level of salaries thus defending against a dramatic drop in \_\_\_\_\_, sometimes fatal to many people.
- 13 They were also necessary to give an artificial stimulus to \_\_\_\_\_ life ECONOMY by public works schemes.

8	9	10	11	12	13

**Task 6. (28 points / 28 баллов)**

*For questions 14-20 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 14–20. Эти номера соответствуют заданиям 14–20, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.*

## Work Experience Abroad

If you are learning English and you want to get practical **14**\_\_\_\_\_ of the language, you should think about getting a job in an English-speaking country. It's a great way to learn English and **15**\_\_\_\_\_ some money too, which you can use to explore the country. There are several companies which will organise everything for you. They normally give you a brochure to **16**\_\_\_\_\_ through so you can decide what job you want to do. When you're doing this, it's important to pay attention to where the job is. Make sure you go somewhere interesting as you'll be there for some time. Once you've made your decision of **17**\_\_\_\_\_ you want to go, you should make some preparations. Start by working **18**\_\_\_\_\_ what you need to take with you. You'll need smart clothes for an office job, but if you'll be doing physical work, take something more suitable. It's common sense, really, but lots of people don't think of these things beforehand. Another thing you should think about is money. You'll need enough money to **19**\_\_\_\_\_ with any unexpected difficulties. You should also make sure that you have the correct currency for the country where you'll be staying. Watch the exchange **20**\_\_\_\_\_ so that you get the most for your money.

- |           |           |          |               |              |
|-----------|-----------|----------|---------------|--------------|
| <b>14</b> | A) skill  | B) level | C) experience | D) education |
| <b>15</b> | A) afford | B) earn  | C) pay        | D) waste     |
| <b>16</b> | A) watch  | B) see   | C) stare      | D) look      |
| <b>17</b> | A) which  | B) that  | C) where      | D) there     |
| <b>18</b> | A) in     | B) out   | C) down       | D) up        |
| <b>19</b> | A) cope   | B) face  | C) manage     | D) survive   |
| <b>20</b> | A) cost   | B) price | C) rate       | D) value     |

14	15	16	17	18	19	20

## 2. English Entrance Test

**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. Christianity Takes Hold
2. A New Country and a New Nation
3. After the Romans
4. Vikings hunt for resources

5. New Religion is Spreading
6. Another Powerful Empire
7. The Map of Europe is Drawn
8. Vikings attack other territories

- A.** The Dark Ages, or early medieval times, began with the collapse of the Roman Empire in the 5<sup>th</sup> century C.E.. In 285, the Romans had divided their empire in two: the western half would become Europe; the Eastern half would become the Byzantine Empire. In the west, Germanic tribes formed kingdoms on old Roman lands.
- B.** The Germanic tribes included the Angles, Jutes, and Saxons. Their kingdoms set up the borders for much of Europe, as we know it today. They travelled from what is now Denmark to Britain, which the Romans had left in 410. Here, they created a new people – the Anglo-Saxons, and eventually named their country England.
- C.** The Byzantine Empire in the east was in its most powerful state in 555. Its capital was Constantinople (now Istanbul in Turkey). The language and culture they practiced was mainly Greek.
- D.** Christianity had been the official religion of the Roman Empire since 313. Many of the Germanic tribes had dropped pagan worship to practice their own version of Christianity. The popes of Rome tried to spread Roman Catholicism throughout western Europe. In eastern Europe, they developed their own tradition of Catholic worship.
- E.** The people of the north became known as Vikings. They lived in Norway, Sweden, and northern Denmark. The Vikings lived in coastal communities surrounded by mountainous forests. They were skilled at shipbuilding and crafts, and traded with other groups. In the 700s, with resources scarce at home, the Vikings set off in their ships. Norwegians raided the north coast of England, Danes raided the south, and Swedes sailed deep into the river systems of northeastern Europe.
- F.** The Muslim prophet Muhammad had united Arabia by the time he died in 632. Under a series of leaders of Islamic states, Islam had conquered all of North Africa. Its Muslim people were known as Moors. In 711, the Moors invaded Hispania, conquered Visigoths, and brought Islam to the edge of Christian Europe.
- G.** During the 9<sup>th</sup> century, the Danes stopped raiding and joined forces with the Vikings from Sweden. They formed a large army and landed in England in 865. They were to conquer new lands. By 871, they had taken East Anglia and York, and threatened Wessex next. The following year, the Vikings, led by Guthrum, invaded Wessex.

A	B	C	D	E	F	G

**Task 2. (12 points / 12 баллов)**

*Read the text carefully and complete the gaps A-F with the parts of sentences 9-15. There is one extra part. Fill in the table below. / Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 9–15. Одна из частей в списке 9–15 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.*

### **The Settlement of Virginia**

On December 20, 1606, a group of 105 English boys and men embarked on a voyage across the Atlantic Ocean. In April 1607, they spied land. As their fateful journey came to an end, **A** \_\_\_\_\_. Their expedition led to the founding of the first permanent English settlement in what was to become the United States of America.

For several weeks, **B** \_\_\_\_\_. They were looking for a suitable location for a settlement. On May 13, the group, led by Captain Christopher Newport, chose a location. Captain Newport named the settlement after the British King James I. The settlement was called alternately James Forte, James Towne, or James Cittie. Today, the settlement is known as Jamestown.

Once the site was selected, **C** \_\_\_\_\_, a storehouse, a church, and a few houses. Most of the men had no intention of remaining there for long. They were on a mission to look for gold and to develop new sources of wealth for the British crown. Some of them were devout Anglicans who sought to convert the Native people to Christianity.

Early on, a local tribal chief greeted the English. He welcomed the men generously because the newcomers had assured him that **D** \_\_\_\_\_. The chief offered to share the tribe's food and agreed to trade for goods. However, a more powerful chief, Chief Powhatan, lived a distance away, and he was not inclined toward welcoming the English. There were numerous clashes throughout the years, **E** \_\_\_\_\_.

In June 1607, Captain Newport departed for England, taking forty men and two ships loaded with timber. Those left behind were ill-prepared to survive in the wilderness. As few had taken to farming, the settlers had little food and were forced to rely on the native people's willingness to share theirs. By the time Captain Newport returned, there were only thirty-four people still alive. But the captain had brought supplies and more settlers, **F** \_\_\_\_\_, Margaret Forrest and Anne Burras, and with them, hope for success was renewed.

- 9) the men began construction of a fort
- 10) leading to deadly consequences
- 11) including Jamestown's first female settlers
- 12) world history would be changed forever
- 13) they would work without a break
- 14) the men explored on foot and by boat
- 15) their settlement was temporary

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>

**Task 3. (21 points / 21 балл)**

*Read the text and do tasks 16-22. 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 16-22. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Занесите свои ответы в таблицу.*

## **A New World Language**

Emoji is the fastest-growing language in history. Emojis are those cute little symbols that help us express many thoughts and emotions graphically, with a simple keystroke. Their use in everyday communication has become second nature to many across the world. Five billion emojis are sent every day, just on Facebook Messenger. They're appearing in some surprising places too. One court judge in England used a smiley face emoji in a document to make it easy to explain the court's decision to children. It's not surprising that there's a day to celebrate emojis, but what do you know about it?

Emojis were created by Shigetaka Kurita while he was working for a mobile phone company. He wanted to design pictures that improved short text messages by making them sound friendlier, an aim he certainly achieved. Emojis weren't very popular when I was growing up but today, they're like a world language.

A written language that uses pictures isn't new, for instance, the Egyptians had one, called hieroglyphs. However, it's worrying that emojis are so popular. I developed a large vocabulary while I was learning English at school. That vocabulary helps me to communicate a lot of diverse, difficult ideas in a way that people understand. If we use emojis all the time, we lose the ability to write. We can only communicate ideas in simple ways in texts.

Of course, it's normal for languages to change over time and it's great that the written form continues today online. However, we spend a lot of time writing only short messages and using technology that guesses the word we want to type. It also changes spelling mistakes, so no one needs to learn how to spell anymore. As well as that, no one seems to bother with punctuation. Teachers can see the effect of this in written work in the classroom.

The ability to write well is important for our school lives. Using emojis is a good way to show our mood quickly, and they are fine to use with friends but using them in schoolwork is a bad idea. It just makes the writer seem like a weak communicator. Writing, especially handwriting is a key skill in education. Teachers need to make sure that young people can all write well so that they can communicate well. This means learning to write without emojis and understanding when they are and aren't OK.

Emojis can be bad when it comes to virtual communication as well. Researchers found that for someone on the receiving end of a work email, the use of a smiley face causes them to call into question how competent the person is. But here's where it gets more interesting. For the person who is sending a work email, using a smiley face makes them less likely to include more detailed information in the content of the email. How bad is it really? There's a bit of a silver lining in that if you already know the other person, then using a smiley face isn't so bad. However, you'll absolutely want to resist that smiley face urge for an initial virtual encounter, where the use of a smiling emoticon is a big no-no. The same is true if you're communicating in English or in a foreign language.

16. What is stated about emoji language in the first paragraph?
- A) It is the most popular language in the world.
  - B) It is one of several teenage languages.
  - C) It is used daily and grows rapidly.
  - D) It is replaced by other languages.
17. What does the author say about emojis in the second paragraph?
- A) That they make conversation between people better.
  - B) That they encourage understanding between cultures.
  - C) That they persuade more people to text.
  - D) That they are a new language.
18. How does the writer think emojis affect written language?
- A) People are no longer able to explain things clearly.
  - B) Emojis make messages unclear.
  - C) Not everyone knows what emojis mean.
  - D) There is too much focus on images, not words.
19. What is the author's stance on mobile phone spellcheck functions?
- A) They make bad predictions about what we'd like to write.
  - B) They are a benefit to teachers.
  - C) They stop people from using their brains.
  - D) They help people to use punctuation correctly.
20. What does the writer say about emojis in schoolwork?
- A) They make young people lazy.
  - B) They can cause confusion.
  - C) They bring in unnecessary feelings.
  - D) They make students appear to be bad at writing.
21. Which sentence best describes how the writer feels about emojis?
- A) Emojis are a good way for us to avoid learning to spell.
  - B) Young people need to learn to write without emojis.
  - C) Social networks should stop using emojis.
  - D) Emojis can help create international friendships.
22. What might be the possible outcome of using emojis at work?
- A) It casts doubts on the employee's professionalism.
  - B) It makes writing much more interesting.
  - C) It helps you make friends among colleagues.
  - D) Your communication in a foreign language becomes better.

16	17	18	19	20	21	22

**Section 2**  
**GRAMMAR AND VOCABULARY**

**Task 4. (14 points / 14 баллов)**

*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. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–7, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.*

**Machu Picchu**

- |          |  |         |
|----------|--|---------|
| <b>1</b> | Machu Picchu _____ above the Urubamba Valley, about 74 km from the Inca capital at Cuzco. The valley is not easily accessible.   | LOCATE  |
| <b>2</b> | The _____ slopes of the steep hillsides are covered in dense tropical vegetation.  | LOW     |
| <b>3</b> | Despite this, Machu Picchu is not the only Inca site in the valley. The Spaniards _____ that other sites along the Urubamba included temples to the Sun and Moon, to the rain, stars, and rainbow. | REPORT  |
| <b>4</b> | The presence of so many other ceremonial sites in the valley _____ that Machu Picchu probably also had an important purpose.   | SUGGEST |
| <b>5</b> | Archeologists _____ that Machu Picchu only had 200 buildings, so relatively few people could have lived in the city.   | FIND    |
| <b>6</b> | Despite the small population, the steep sides of the mountains were cut into terraces to produce grain. Far _____ grain was produced than would have been needed.                                  | MANY    |
| <b>7</b> | Experts think perhaps the locals _____ the grain for use in religious ceremonies.  | GROW    |

1	2	3	4	5	6	7

**Task 5. (18 points / 18 баллов)**

*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. Преобразуйте слова, напечатанные заглавными буквами после номеров 8–13 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.*

**The Grand Canyon**

- 8** \_\_\_\_\_ parks are the best places to have adventures, go for hikes, climb a mountain, raft a river, or see wild animals. Visitors aren't watching someone else having adventures in movies or TV. **NATION**
- 9** They aren't just pretending that they are having adventures with video games. These places are very real, and now anyone can do something really daring, difficult and \_\_\_\_\_. **EXCITE**
- 10** Hiking into the Grand Canyon is like having a time machine and travelling into the past. On top of the rocks that are 1.8 billion years old, younger layers of rock are stacked, like the layers of a \_\_\_\_\_ cake. **BIRTH**
- 11** Visitors can hike all the way to the bottom, but only if they've made plans to stay there \_\_\_\_\_. **NIGHT**
- 12** Hiking in the canyon is hard work, \_\_\_\_\_ coming back up. **SPECIAL**
- 13** Plenty of kids have hiked it, and so have people in their nineties, and \_\_\_\_\_ people with prosthetic legs. **ABLE**

8	9	10	11	12	13

**Task 6. (28 points / 28 баллов)**

*For questions 14-20 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 14–20. Эти номера соответствуют заданиям 14–20, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.*

**Egypt's Beginnings**

The first known nation-state was in the Nile Valley in around 3,000 B.C.. This nation-state **14**\_\_\_\_\_ from the unification of the Upper and Lower Egypt. The Nile Delta separated the two regions, with Upper Egypt being everything south of the Nile Delta and Lower Egypt being everything north of the Nile Delta. Because Upper Egypt **15**\_\_\_\_\_ looks lower on the map than Lower Egypt, many have questioned why they were named this way. Historians determined, **16**\_\_\_\_\_, that because the Nile River flows from south to north, the ancient Egyptians **17**\_\_\_\_\_ their understanding of geography on the flow, which led to the reversal. Long before there was a ruler on a throne, evidence discovered by archeologists indicates there were smaller villages that **18**\_\_\_\_\_ formed the upper and lower kingdoms. **19**\_\_\_\_\_ still, evidence has been uncovered of groups of people living in the Nile Valley.

The first leader of Egypt **20**\_\_\_\_\_ a dynasty, or family line of rulers. This dynasty was the first of many to follow in Egypt. Researchers sometimes use the term “Predynastic” to describe Egypt and its history before the rise of the nation-state and its kingship.

- |           |                |               |               |                |
|-----------|----------------|---------------|---------------|----------------|
| <b>14</b> | A) occurred    | B) arose      | C) showed up  | D) originated  |
| <b>15</b> | A) actually    | B) truly      | C) really     | D) factually   |
| <b>16</b> | A) but         | B) still      | C) yet        | D) however     |
| <b>17</b> | A) established | B) founded    | C) based      | D) built       |
| <b>18</b> | A) terminally  | B) eventually | C) ultimately | D) at last     |
| <b>19</b> | A) earlier     | B) before     | C) sooner     | D) formerly    |
| <b>20</b> | A) built       | B) based      | C) organized  | D) established |

14	15	16	17	18	19	20

## КЛЮЧИ / KEYS

### I

#### KEYS

**Task 1 – 7 баллов (1 ответ – 1 балл)**

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

**Task 2 – 12 баллов (1 ответ – 2 балла)**

A	B	C	D	E	F
13	12	14	9	15	11

**Task 3 – 21 балл (1 ответ – 3 балла)**

16	17	18	19	20	21	22
B	A	A	C	D	B	B

**Task 4 – 14 баллов (1 ответ – 2 балла)**

1. first
2. mixed
3. were used
4. more
5. grows
6. are picked
7. to be turned

**Task 5 – 18 баллов (1 ответ – 3 балла)**

8. chiefly
9. expansion
10. occurrence
11. remarkable
12. earnings
13. economic

**Task 6 – 28 баллов (1 ответ – 4 балла)**

14	15	16	17	18	19	20
C	B	D	C	B	A	C

### II

#### KEYS



**Task 1 – 7 баллов (1 ответ – 1 балл)**

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

**Task 2 – 12 баллов (1 ответ – 2 балла)**

A	B	C	D	E	F
12	14	9	15	10	11

**Task 3 – 21 балл (1 ответ – 3 балла)**

16	17	18	19	20	21	22
C	D	A	C	D	B	A

**Task 4 – 14 баллов (1 ответ – 2 балла)**

1. is located
2. lower
3. reported
4. suggests
5. have found
6. more
7. grew

**Task 5 – 18 баллов (1 ответ – 3 балла)**

8. national
9. exciting
10. birthday
11. overnight
12. especially\ specially
13. disabled

**Task 6 – 28 баллов (1 ответ – 4 балла)**

14	15	16	17	18	19	20
B	A	D	C	B	A	D