

Gateway B1+

ТЕСТЫ

**в формате Единого государственного экзамена  
по английскому языку  
и рекомендации по их выполнению**

Раздел 1. Аудирование

**B1**

Вы услышите 6 высказываний. Установите соответствие между высказыванием каждого говорящего 1–6 и утверждениями, данными в списке А–Г. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение.

- A. Doing an outdoor activity has helped this speaker not to be afraid.
- B. Listening to music is this speaker’s favourite pastime.
- C. This speaker is interested in how people’s birthdates affect the way they are.
- D. This speaker enjoys doing a creative activity.
- E. This speaker loves seeing different places.
- F. Using sports facilities on a regular basis is beneficial for this speaker.
- G. This speaker really enjoys learning and practising a foreign language.

Говорящий	1	2	3	4	5	6
Утверждение						

Раздел 1. Аудирование

**B1**

**Задание проверяет умение понимать основную мысль звучащего текста.**

1. Просмотрите утверждения А–Г и
  - в каждом из них выделите ключевые слова, выражающие мысль утверждения;
  - подумайте, какими ещё словами, близкими по значению ключевым, можно передать эту же мысль (знание синонимов пригодится при прослушивании аудиотекста, в котором мысль утверждения может быть выражена другими словами).
2. При первом прослушивании
  - старайтесь понять основное содержание каждого высказывания;
  - отмечайте то утверждение, мысль которого, на ваш взгляд, соответствует основному содержанию прослушиваемого высказывания.
3. При повторном прослушивании проверьте правильность первоначальных ответов и дайте ответы там, где не удалось этого сделать при первом прослушивании.
4. Помните, что одно утверждение лишнее.

Раздел 2. Чтение

B2

Установите соответствие между заголовками А–Н и текстами 1–7. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании один заголовок лишний.

- A. High-speed travel
- B. Getting around the city
- C. Family histories
- D. New tourist destination
- E. Identity crisis
- F. Good value holidays
- G. Popular day trips
- H. Useful support system

1. Vietnam is currently growing in popularity among tourists after its recovery from the difficulties it experienced in the second half of the 20<sup>th</sup> century. The local people are extremely friendly, and the landscape is varied and unspoilt. In Hanoi and other cities, you'll find 4- and 5-star hotels, but in the remoter areas, be prepared for some fairly basic but clean accommodation.
2. There is a lot of interest in family trees at the moment, particularly from British people living in Australia or America. Many of these have Scottish or Irish roots, and they find it fascinating to find out the names of their ancestors, and if possible, to see what they looked like. Did they have black hair and blue eyes? Were they good-looking or ugly?
3. There are several different categories of trains in Spain connecting Madrid with the rest of the country. The fastest of these is the AVE train, which travels at a maximum speed of 350 kilometres per hour. The AVE is actually quicker than flying, and what is more, if your train is more than five minutes late, you can get your money back for your ticket!

## ► Units 1–2

4. Having lots of relatives can be both a good and a bad thing, but certainly the idea of the ‘extended family’ is not a modern one. In past years, people used to have more children generally than they do nowadays, and all the aunts, uncles and grandparents used to help with the childcare. At least there was always someone to help in an emergency!
5. If you want to get away for a short break, why not try West Wales? The scenery is fantastic, and there is a variety of accommodation available, for example, bed and breakfasts, campsites, caravan sites and youth hostels. Youth hostels in particular are inexpensive, especially for school or youth parties, and they’re often in a really good position right by the sea.
6. Certainly the increase in international travel over the last 50 years has led to more families in which the parents are different nationalities. What is more, the family might also live in a country which neither parent is from. It would be interesting to find out what effect this situation has on the child, who is often bilingual or trilingual. Where do *they* feel they belong?
7. Travelling in London by underground or train can be quite expensive. For example, just buying single tickets to go everywhere will soon mean that you run out of money! The cheapest solution is to buy an Oyster® card, a smart card that gives you cheaper fares than usual. The Oyster card is now used on the majority of all journeys in and around London.

1	2	3	4	5	6	7

Раздел 2. Чтение

B2

**Задание проверяет умение понимать основное содержание текста.**

1. Прочитайте заголовки А–Н.
2. Попробуйте предсказать, о чём может идти речь в тексте под тем или иным заголовком.
3. Просмотрите тексты и постарайтесь определить основную идею каждого из них.
4. Внимательно прочитайте первый текст и выберите к нему заголовок.
5. Помните, что в тексте и соответствующем ему заголовке один и тот же смысл может быть выражен разными словами.
6. Не смущайтесь, если вам покажется, что к тексту подходят два заголовка или более. Вдумчиво прочитайте остальные тексты, подбирая к ним названия – постепенно к каждому тексту будет подобран соответствующий его содержанию заголовок.
7. Не забудьте, что один заголовок лишний.

Раздел 3. Грамматика и лексика

B4–  
B10

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4–B10, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4–B10.

**Easy Rider**

The love of Mick's life is his Harley Davidson motorbike. Before he got the bike, he **B4** \_\_\_\_\_ interest in anything very much. At home he was untidy, lazy and often bored.

NOT SHOW

But the day his friend **B5** \_\_\_\_\_ him to buy the bike, he started cleaning it and looking after it as if it were a baby!

PERSUADE

Mick never had a very outgoing sort of personality: he was shy at school and **B6** \_\_\_\_\_ many friends. But now he's got hundreds of friends – all Harley Davidson fans!

NOT HAVE

**Problems of Air Travel**

The easiest way to travel from Europe to the northeast of England is to fly to London Heathrow Airport and then catch another plane up to Newcastle. The only problem is that sometimes the first plane **B7** \_\_\_\_\_ on time, and you might miss the connecting flight.

NOT TAKE OFF

Then what **B8** \_\_\_\_\_ quite often is that your luggage goes missing.

HAPPEN

If you hear your name being called out while you **B9** \_\_\_\_\_ for your luggage to appear, then you know the worst has happened.

WAIT

Your cases **B10** \_\_\_\_\_ back at Heathrow airport!

SIT

Раздел 3. Грамматика и лексика

B4–B10

**Задание проверяет умение использовать грамматические структуры в контексте речи.**

1. Просмотрите первый текст, постарайтесь понять его основное содержание.
2. Важно сразу определить время (настоящее, прошедшее, будущее), в котором ведётся повествование, а также наличие в тексте прямой речи. Помните, что в прямой речи могут быть употреблены любые временные формы.
3. Вдумчиво прочитайте первый (B4) абзац текста. Определите, какой член предложения пропущен. Подумайте, какую, исходя из контекста, грамматическую форму нужно образовать от слова, данного на полях справа от абзаца.
4. Образуйте требуемую грамматическую форму от данного слова и заполните пропуск.
5. Заполните подобным образом пропуски в других абзацах текста.
6. Прочитайте весь текст и убедитесь, что вписанные вами слова не нарушают его смысл и логику.
7. По этой же схеме заполните пропуски во втором тексте.

Раздел 1. Аудирование

A1–  
A7

Вы услышите разговор двух подруг. Определите какие из приведённых утверждений A1–A7 соответствуют содержанию текста (*True*), какие не соответствуют (*False*) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного ни отрицательного ответа (*Not stated*).

A1 Sophie has heard that Becki is going to open a new restaurant.

- 1) True                      2) False                      3) Not stated

A2 The new restaurant is two minutes from Becki's home.

- 1) True                      2) False                      3) Not stated

A3 Becki doesn't eat Ben's pies and risottos.

- 1) True                      2) False                      3) Not stated

A4 Sophie is planning to eat at Becki's new restaurant.

- 1) True                      2) False                      3) Not stated

A5 The opening party will start at 8pm.

- 1) True                      2) False                      3) Not stated

A6 Sophie's sister will hopefully be coming to the party as well.

- 1) True                      2) False                      3) Not stated

A7 Becki's parents are moving to a new flat soon.

- 1) True                      2) False                      3) Not stated

Раздел 1. Аудирование

A1–A7

Задание проверяет умение понимать и извлекать необходимую информацию из звучащего текста.

- До первого прослушивания обязательно просмотрите утверждения A1–A7, что поможет вам спрогнозировать содержание аудиотекста.
- Помните, что утверждения представлены в том же порядке, что и запрашиваемая информация в звучащем тексте.
- При первом прослушивании смотрите на задание. Порядок следования утверждений поможет вам понять и извлечь требуемую информацию.
- При повторном прослушивании
  - проверьте правильность первоначальных ответов;
  - определитесь с теми ответами, в правильности которых вы не были уверены.
- Помните о разнице между вариантами *False* (Неверно) и *Not Stated* (В тексте не сказано). *False* – утверждение несёт информацию, которая противоречит информации в аудиотексте. *Not Stated* – утверждение несёт информацию, которая в аудиотексте не содержится.

Раздел 2. Чтение

B3

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–G. Одна из частей в списке А–G лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

I have been working as a trained chef for several years and I am also a restaurant and food critic. I'm currently taking part in a reality TV series 1 \_\_\_\_\_

Some of the situations I have dealt with in the series are quite incredible. I'll just mention a few to show some of the problems 2 \_\_\_\_\_

In many cases, it is the food that is not up to standard. One Italian restaurant that I visited recently served me nothing but frozen or re-cooked food. I had to spend several days re-training the chef 3 \_\_\_\_\_

The last restaurant I visited was in a stunning position by the sea, and there wasn't a dish of fresh fish on the menu! Next week, I'm taking the owners out fishing to show them what they have been missing!

Some chefs I have met have simply lost their passion for food, but sometimes they will give it one more try, because of the support and encouragement 4 \_\_\_\_\_

My worst eating experience was in a burger restaurant. The burgers were all either undercooked or overcooked and burnt on the outside. What a disaster! I find it unbelievable 5 \_\_\_\_\_

Other problems I have encountered usually concern the staff or the management, particularly if it's a family-run business. Working with family can be stressful, but we usually manage to work out a solution together, mainly 6 \_\_\_\_\_

At least I feel really happy when the restaurants I visit improve!

- A. because there's too much to lose if we don't!
- B. so he could feel confident about using fresh food again.
- C. that running a restaurant may involve.
- D. that these places have survived for so long.
- E. how a restaurant shouldn't be run.
- F. in which I try to give advice to restaurants in trouble.
- G. which I am able to give them.

1	2	3	4	5	6



Раздел 2. Чтение

*B3*

**Задание проверяет умение понимать структурно-смысловые связи в тексте.**

1. Просмотрите текст, чтобы понять его общее содержание.
2. Внимательно ознакомьтесь с фрагментами предложений А–Г. Определите структуру каждого фрагмента (какой частью / членом предложения он является).
3. Подумайте о смысловом и грамматическом согласовании: обратите внимание на слова, которыми заканчиваются фразы перед пропусками и на слова, которыми начинаются фрагменты предложений А–Г.
4. Прочитайте часть текста до первого пропуска. Подумайте, какая структура (часть / член предложения) пропущена. Найдите требуемую структуру среди фрагментов А–Г. Убедитесь, что выбранный фрагмент не нарушает смысл предложения в целом.
5. Выполните таким образом всё задание.
6. Прочитайте готовый текст, чтобы убедиться в его смысловой целостности и логической завершенности.

Раздел 3. Грамматика и лексика

A22–  
A28

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Cardiff

The city of Cardiff, the capital of Wales, like so many British cities, has got an interesting history. From being a small, **A22** \_\_\_\_\_ town in earlier centuries, it suddenly developed very quickly in the 19th century.

It grew into a major **A23** \_\_\_\_\_, transporting coal and iron by ship to many different countries. However, until the second half of the century, living conditions in the city remained very bad.

Eventually, though, things improved, and in the 20th century, Cardiff grew into a very pleasant city. In the centre, there are some lovely buildings, together with the castle. Moving further out, there are quiet, leafy **A24** \_\_\_\_\_.

Down by the sea, the old port has been transformed into a **A25** \_\_\_\_\_ area full of trendy restaurants, hotels and bars.

Outside Cardiff there are also many places of interest to visit. At Caerleon, for example, you can see parts of **A26** \_\_\_\_\_ Roman buildings.

If you drive up into the Welsh valleys, you'll see row upon row of **A27** \_\_\_\_\_ houses lining the streets of the old coal-mining villages. Here, pride and community spirit still live on, even though there is no more coal.

Academically, Cardiff has a university which is of a very high standard and which attracts thousands of students every year. The university has built up an impressive reputation as a centre of research, particularly in the sciences and branches of medicine. Seventeen per cent of the student body is made up of **A28** \_\_\_\_\_ students from all over the world.

- |            |               |                |              |                  |
|------------|---------------|----------------|--------------|------------------|
| <b>A22</b> | 1) dirty      | 2) silent      | 3) quiet     | 4) dreadful      |
| <b>A23</b> | 1) inner city | 2) city centre | 3) suburb    | 4) port          |
| <b>A24</b> | 1) commuters  | 2) skyscrapers | 3) suburbs   | 4) factories     |
| <b>A25</b> | 1) lively     | 2) packed      | 3) filthy    | 4) historic      |
| <b>A26</b> | 1) crowded    | 2) ancient     | 3) freezing  | 4) busy          |
| <b>A27</b> | 1) terraced   | 2) inner city  | 3) satellite | 4) flat          |
| <b>A28</b> | 1) healthy    | 2) national    | 3) ancient   | 4) international |

**Раздел 3. Грамматика и лексика**

**A22–A28**

**Задание проверяет умение использовать слова в тексте с учётом их смысла, сочетаемости и грамматического оформления.**

1. Прочитайте заголовок и просмотрите текст, чтобы понять его общее содержание и сюжет, логику событий.
2. Внимательно прочитайте первую часть текста с пропуском A22 и подумайте, какое слово пропущено. Проверьте, есть ли такое слово среди данных вариантов ответа. Если же такого слова нет, то определите правильный вариант, отбросив заведомо неверные ответы.
3. Сделав выбор, убедитесь, что он не нарушает смысл предложения или лексико-грамматическую сочетаемость членов предложения.
4. Выполните подобным образом всё задание.
5. Обращайте внимание на слова, которые стоят до и после пропуска – возможно, пропущено устойчивое словосочетание или фразовый глагол.
6. Заполнив пропуски, прочитайте текст, чтобы убедиться в правильности выбора ответов.

Раздел 1. Аудирование

**A8–A14** Вы услышите рассказ студентки об обучении в университете. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа.

- A8** According to the narrator,
- 1) choosing a subject to study is difficult.
  - 2) you should listen to your friends when making a decision.
  - 3) your choice of subject may not be the same as that of your friends.

- A9** The narrator states that the study of more practical subjects
- 1) can result in a more specialised job.
  - 2) is less boring than other subjects.
  - 3) is usually easier.

- A10** The narrator's friend
- 1) has always wanted to be a travel writer.
  - 2) uses what he learnt at university in his job.
  - 3) is someone whose skills are being wasted.

- A11** The narrator suggests that all courses
- 1) will have some parts that you dislike.
  - 2) should be looked at in detail.
  - 3) are the same within a particular subject area.

- A12** If you make the wrong choice of subject,
- 1) you won't get another chance.
  - 2) you'll still have to continue the course until the end.
  - 3) you'll have to start all over again at a later date.

- A13** Students' choice of a university is often made
- 1) completely by chance.
  - 2) according to their families' wishes.
  - 3) because of where it is.

- A14** Some students
- 1) prefer to study from their own homes.
  - 2) don't research their choice of course very carefully.
  - 3) don't want to learn other languages.

### Раздел 1. Аудирование

#### A8–A14

**Задание проверяет умение полностью понимать звучащий текст.**

1. До начала прослушивания просмотрите все задания (A8–A14) теста для того, чтобы получить представление о содержании аудиотекста.
2. Обратите особое внимание на различия в предлагаемых вариантах ответа, что подготовит вас к восприятию нужной информации.
3. При первом прослушивании отмечайте разными знаками правильные, на ваш взгляд, ответы и те, в которых вы сомневаетесь.
4. При повторном прослушивании проверьте правильность выбранных ответов и оставьте только один вариант ответа там, где вы сомневались в выборе.
5. Имейте в виду, что слова и выражения из звучащего текста могут быть использованы как в правильных, так и неправильных вариантах ответа. Поэтому очень важно обращать внимание не просто на отдельные слова, но и на контекст, в котором они используются.
6. Помните, что в случае наличия двух синонимичных (совпадающих по смыслу) вариантов ответа, неверны оба варианта.
7. Выполнив задание, прочитайте подряд все выбранные ответы, чтобы убедиться в отсутствии логических нарушений, противоречий.

**Раздел 2. Чтение****A15–  
A21**

*Прочитайте текст и выполните задания A15–A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

**Strange Inventions**

The house, a 200-year-old stone cottage dating from the 19<sup>th</sup> century, stood alone on the road outside the village of Lowick. All was dark and quiet on that Saturday evening: the owners of the cottage were out, and very few cars came that way.

Inside, the house was nicely decorated, warm and cosy, yet at the same time a house of today. Every corner and surface downstairs contained a gadget of some kind: by the open fireplace in the living room was the latest home cinema system with its DVD player; in the kitchen the microwave oven gleamed on the work surface, and the dishwasher did its useful work quietly by the sink. The washing machine waited silently for its next load of dirty clothes, and the vacuum cleaner slept peacefully in the cupboard under the stairs.

Upstairs, Susie's beloved laptop lay on its bag next to her bed. It was her connection with friends all over the world, and also what she used for work. In the bedside cupboard was William's photographic equipment: his camcorder and his digital camera with which he recorded all their favourite holiday moments. At least that hobby gave him a break from the stresses of work.

Suddenly the quiet in the living room was disturbed by a loud whooshing noise and a flash of bright green light. A youngish man, about 25, with a beard and long hair appeared. He looked intelligent, although somewhat confused. He shook his head as if to clear his thoughts and looked slowly around him. Obviously the magic had worked – good old Wizard Ebenezer – and he was inside someone's house. The time machine was programmed to send him to the 21<sup>st</sup> century but was this it?

The young man, Zed, picked up a long black thing from a small table. It had different-coloured buttons on it. Was it a child's toy? Zed tried pressing the buttons, and without warning, a picture flashed onto the big black box in the corner, and the sound of people laughing loudly hit his ears! Quickly he hid behind a large armchair. But then all the noise faded, and some music came on. Zed realised that the living room was empty. Then he looked at the box in the corner, and there were some people having a great time. But they weren't in the living room, they were inside the box! Zed gave up trying to understand and went into the kitchen.

At that moment, a loud ringing noise came from the hall. Zed raced out of the kitchen and found where the noise was coming from: a small white thing with numbers on it. Slowly, Zed put out his hand and picked it up. He heard a voice saying, 'Hello! Hello! Is that William? Rob here.' Zed hesitated. Perhaps he'd better explain to this Rob what he was doing in the house. 'Er, hello Rob, er, I'm Zed. William isn't here, nobody's here. I'm looking at all the nice things in the house, and could you tell me please what century I'm in?'

At the other end of the line, Rob opened his mouth, but no words came out. Then he shouted down the phone, 'Who ARE you? This is the 21<sup>st</sup> century, you're in my friend's house, and I'm calling 999!' Before Zed could ask what 999 was, Rob had slammed down the phone. Zed felt a bit frightened. Rob wasn't very friendly so maybe it was time to leave. He went back into the living room, took a large key out of his pocket and inserted it into a green cube. Before turning the key, he picked up the black thing with coloured buttons and put it in his pocket. 'Sorry, William,' he whispered, 'but I must take this back to show Wizard Ebenezer, otherwise he won't believe me.'

With that, Zed turned the key and, as Rob turned up outside the house together with a police car, light flashing and siren going, he disappeared in a cloud of green light. The house lay still and quiet once more. When the police got in and searched the house, the only thing that was missing was the remote control for the television.

## ► Units 5–6

- A15** The house in the story seems to be
- 1) full of useless things.
  - 2) in a row of similar cottages.
  - 3) old and comfortable.
  - 4) old and dirty.
- A16** The narrator gives us the impression that the equipment in the house
- 1) doesn't work very well.
  - 2) hasn't been used for a long time.
  - 3) should be cleaned.
  - 4) has strangely human characteristics.
- A17** From the description of the bedroom, we understand that
- 1) the owners have a large family.
  - 2) William has a lot of free time.
  - 3) Susie works part-time.
  - 4) both Susie and William have jobs.
- A18** When Zed pressed the coloured buttons,
- 1) he switched the television on.
  - 2) he wanted to listen to some music.
  - 3) some people came into the room.
  - 4) he switched the television off.
- A19** It appears that Zed has come from
- 1) the future.
  - 2) the past.
  - 3) the next village.
  - 4) another planet.
- A20** Rob probably thought that
- 1) he had called the wrong number.
  - 2) William was playing a trick.
  - 3) Zed was from another planet.
  - 4) Zed was a criminal.
- A21** Zed took the remote control because
- 1) he thought it was valuable.
  - 2) he wanted to keep it as a souvenir.
  - 3) he wanted to keep it as proof of the trip.
  - 4) he wanted it for his TV at home.

Раздел 2. Чтение

A15–A21

**Задание проверяет умение полностью понимать прочитанный текст.**

1. Прочитайте заголовок и просмотрите текст, чтобы понять его основное содержание и развитие сюжета. Не останавливайтесь на словах, значение которых вы не понимаете, вникайте в общий смысл текста.
2. Прежде чем приступить к повторному чтению текста, внимательно просмотрите задания A15–A21 (т. е. начала предложений, к которым вам надо подобрать концовки, выбрав нужную из четырёх предложенных).
3. Прочитайте текст ещё раз.
4. Прочитайте первое задание A15. Изучите варианты концовки (1–4) и, исходя из прочитанного, выберите нужный вариант.
5. Найдите в тексте подтверждение вашему выбору. Убедитесь, что другие варианты ответа неверны.
6. Если вы затрудняетесь сделать выбор, внимательнее прочитайте варианты ответов (т. е. концовки предложения). Варианты могут отличаться единственной деталью – именно эту деталь и надо найти в тексте, что позволит вам уверенно сделать правильный выбор.
7. Не забывайте, что из двух синонимичных (совпадающих по смыслу) вариантов ответа, ни один не может быть правильным.
8. Закончив работу, прочитайте все свои ответы, чтобы убедиться, что они не противоречат содержанию текста.



Раздел 3. Грамматика и лексика

B11–  
B16

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B11–B16, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11–B16.

**Underwater Discovery**

At the turn of this century, in 2000, a major discovery was made by **B11** \_\_\_\_\_ off the coast of Egypt. Two long-lost cities, believed to be Menouthis and Heracleion, were found under the sea.

SCIENCE

The cities had disappeared more than 1500 years ago, and it took Franck Goddio and his team of marine divers, geophysicists and **B12** \_\_\_\_\_ four years to find them.

HISTORY

Professor Amos Nur worked closely with Goddio, who was then **B13** \_\_\_\_\_ of a scientific institute in Paris.

DIRECT

Professor Nur explained after the find that the team had just one day remaining on the ship they were using for the exploration when they discovered the city believed to be Heracleion. Goddio and his divers brought up giant marble statues from the bottom of the sea, together with many other ancient objects that they were **B14** \_\_\_\_\_ in.

INTEREST

A special meeting was held in San Francisco after the discovery to which journalists from major scientific magazines were invited. **B15** \_\_\_\_\_ who had been present when the statues were brought to the surface were also able to show their impressive images at the meeting.

PHOTOGRAPH

Everyone was extremely **B16** \_\_\_\_\_ with the discovery, although exactly why the cities collapsed and sank into the sea in the first place is still not known.

PLEASE

Раздел 3. Грамматика и лексика

B11–B16

**Задание проверяет умение использовать различные способы словообразования.**

- Прочитайте заголовок и текст, чтобы понять его основное содержание.
- Вдумчиво прочитайте первый абзац (B11) текста. Подумайте, какая часть речи (имя существительное, глагол, прилагательное, наречие и т. д.) пропущена.
- Посмотрите на опорное слово, данное справа, и преобразуйте его в требуемую часть речи. Возможно, следует:
  - добавить приставку или суффикс,
  - добавить и приставку и суффикс,
  - изменить основу.
- Помните,
  - в слове может быть несколько изменений,
  - вновь образованное слово может иметь отрицательное значение.
- Заполните пропуск.
- Выполните подобным образом всё задание.
- Прочитайте текст с заполненными пропусками и убедитесь, что употреблённые вами слова не нарушают структурно-смысловые связи в тексте.

Раздел 1. Аудирование

B1

Вы услышите 6 высказываний. Установите соответствие между высказыванием каждого говорящего 1–6 и утверждениями, данными в списке А–G. Используйте каждое утверждение, обозначенное соответствующей буквой **только один раз**. В задании есть одно лишнее утверждение.

- A. This speaker has very few doubts about his/her performance.
- B. Pretending to be another person helps this speaker to perform better.
- C. This speaker finds it difficult not to feel nervous before a performance.
- D. This speaker is very concerned about getting everything right.
- E. Making sure he/she has a good rest is important for this speaker's performance.
- F. This speaker believes that certain places suit his/her performance better.
- G. This speaker believes that a good working relationship is important.

Говорящий	1	2	3	4	5	6
Утверждение						

Раздел 2. Чтение

B2

Установите соответствие между заголовками А–Н и текстами 1–7. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- A. A valuable face
- B. Playing a quiet game
- C. Colourful faces
- D. A good weather artist
- E. A seriously noisy game
- F. Sport for beginners
- G. Well-known faces in sport
- H. Worldwide popularity

1. John McEnroe, who is a former world number one professional tennis player, is best-known for his amazing skill on the court. But he is also known for his loud and angry arguments about individual points when he is playing. The title of his autobiography, *You Cannot Be Serious!*, was a phrase he often used during his arguments. On one famous occasion in Stockholm in 1984, he also smashed his racket through a soft drinks trolley!
2. Artist James Fiorentino, whose watercolour portraits of famous sports personalities are extremely popular (and some of which are very expensive), often gives exhibitions of his work and also gives away many works of art to charities. The people of New Jersey, where Fiorentino lives, are very proud of the person who is now one of the best-known sports artists in America. His portraits, many say, are even better than photographs!
3. Claude Monet, the French Impressionist painter, wanted to paint each particular moment in time as he saw it. He was the master of visual painting, often going outside into his own garden to put into colour and shape what he could see in front of him. He'd really get upset when the weather was bad, though, and would refuse to get out of bed!

## ► Units 7–8

4. Golf is a sport for people of all ages and abilities. Many celebrities, such as Zac Efron and Hugh Grant, also enjoy a game in their spare time. Some of the rules of golf are quite interesting. For example, you should never get angry, shout, or throw your club. Watch out if you wear glasses, though – when it rains, you’ve got a problem!
5. The girl who changed the face of international gymnastics by introducing brand-new moves was Olga Korbut. In 1972, when she was only 17, Olga won three gold medals at the Munich Olympics. Her performance was technically perfect, and the smile on her face won the hearts of people across the world. The cheers and shouts from the audience took the roof off the stadium!
6. Vincent van Gogh, the Dutch artist who only became famous after his death, produced a variety of paintings in his lifetime. These ranged from still life and landscapes to self-portraits, which he painted while looking at himself in a mirror. One of his self-portraits sold for over 70 million dollars in the late 1990s!
7. In recent years, face- and body-painting amongst sports fans has become very popular. What better way to support your football or basketball team than by painting their colours on your face? Ordinary crayons with water are OK, but the red colour might stain your skin. Another alternative is water-based make-up, but old-fashioned greasepaint, which is the type that was used in theatres, is even better.

1	2	3	4	5	6	7

Раздел 3. Грамматика и лексика

**B4–  
B10**

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

**A Disappointing Skiing Holiday**

My brother, Tim asked me **B4** \_\_\_\_\_ on a skiing holiday with him last January, but I've never been keen on getting wet and cold, so I said no at first.

GO

Tim asked me again and again and kept on finding good reasons why I should go. Eventually, after a few weeks I agreed, because he said that I **B5** \_\_\_\_\_ take up a sport and get fit. I must admit I'm not the sportiest of people!

HAVE TO

I told my brother that I **B6** \_\_\_\_\_ it, but I wasn't very excited about the idea. Anyway, the journey to the mountains went well, and we hired all the equipment from the hotel.

TRY

When we got out on the slopes with our skis and goggles on, everything seemed to be fine. However, when the instructor asked us if we **B7** \_\_\_\_\_ a step forward, I fell flat on my nose! After this had happened five times, I gave up and went to have a hot chocolate. I knew it had been a bad idea from the beginning!

CAN TAKE

**A New Band**

Last Saturday, I interviewed some young musicians for our school magazine. Firstly, I asked them about the band they had recently formed. They told me that they **B8** \_\_\_\_\_ together for very long but they were very excited about everything.

NOT BE

Then I asked them about their songs, and Jim, the lead singer **B9** \_\_\_\_\_ lyrics they use for all their songs, said that they wanted to give an important message to the young people who were listening to them.

WHO

They also told me that they **B10** \_\_\_\_\_ their first gig right then and they invited me to go along! Of course I said yes, but I just hope they don't ask me to join in any of the songs. They sometimes do funny things like that!

PLAN

Раздел 1. Аудирование

**A8–A14** Вы услышите интервью. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа.

- A8** Sophie can go on foot
- 1) to do her supermarket shopping.
  - 2) if she wants to buy a loaf of bread.
  - 3) to choose a new CD or DVD.
- A9** When Sophie goes to the supermarket, she
- 1) tries to buy enough food for a month.
  - 2) buys all the things she can't get at the local shops.
  - 3) tries to buy items that are cheaper.
- A10** Since last year, Sophie has had to use the car more
- 1) to help her elderly neighbours.
  - 2) to get to the nearest town.
  - 3) to drive to the post office.
- A11** Sophie's opinion of shopping is that
- 1) it takes her away from her work.
  - 2) it gives her ideas for her writing.
  - 3) it is a good opportunity to meet her friends.
- A12** Sophie didn't want to go to Gina's clothes shop because
- 1) she usually finds something she likes at the department store.
  - 2) Gina might not have clothes in her size.
  - 3) Gina's shop is more expensive than the department store.
- A13** The shoes that Sophie bought
- 1) were smaller than she normally wears.
  - 2) got more comfortable after she had worn them.
  - 3) were really nice and sensible.
- A14** Sophie generally feels that she
- 1) needs to be less careless with her money.
  - 2) could use her credit card more.
  - 3) tries hard not to spend too much.

**Раздел 2. Чтение****A15–  
A21**

*Прочитайте текст и выполните задания A15–A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

**French Adventures**

One story that is often told in our family is when my parents, as a young couple, went on holiday to France. They didn't have much spare money, so they decided to travel down through France by car, staying with friends or in cheap bed and breakfasts and basically, just going where the desire took them. They were aiming to get down to the Mediterranean coast if they could, but they wanted to take it slowly and enjoy the French countryside.

The first thing that caused them some problems was that, when they made the arrangements for the holiday, they must have missed the news about some elections in France. Therefore, as they drove through small towns and villages, they found the left-wing party shouting in one town square, and the right-wing party having a concert in another village. This meant that their progress was slower than they had expected, plus all the places to stay were full up! Also, wherever they stopped to have a meal, there would be French men talking or arguing loudly about the election, and they couldn't understand a word of what they were saying!

The one good thing about all that was that they were invited to lunch after the elections were over by a friend who had party contacts. My parents knew that French meals had lots of different dishes and went on for a long time, but this one lasted eight hours! Plates of salad, fish, meat and chicken were followed by warm apple tarts and fresh cream. I think my parents must have eaten enough for a week!

Anyway, after all that excitement, they continued their journey down through France. My mother was very fond of French cheese, but unfortunately, French cheese tends to smell if it is not kept in the fridge. One day, my mother had the bright idea that, in order to spend less on lunch, they could buy bread and cheese in the morning before they set off and then stop somewhere for a picnic. However, the weather that day was extremely hot and as they were driving along, the smell in the car got worse and worse. It was the cheese! Poor Mum had to stop the car in a village and throw the cheese into the nearest bin! It was so smelly they couldn't eat it!

That little adventure led to another exciting twist in their French trip. After throwing their lunch away, and feeling hungry and thirsty, they stopped for a bite to eat at the next café. Sitting in the café was a group of English students who were on their way to some vineyards to pick grapes as a holiday job. My parents started talking to them and, since they didn't have very much money left, they thought they might join them for a week. By then, they'd given up the idea of ever reaching the Med, anyway, since my dad had to get back to his job.

Of course, they hadn't realised how hard they would have to work to earn a bit of pocket money: eight hours a day for seven days a week out in the hot September sun (it was a warm autumn that year). Well, they earned enough in seven days to get them back to England, but I don't think they ever wanted to do that again! When they got back home, they were exhausted, sunburnt and their backs were hurting them. But at least they didn't have to borrow any money from anyone to get back home. They earned it themselves, the hard way!

The funny thing is that the 'French story', as we call it, is still carrying on today in a slightly different form. My parents stayed in touch with the friends they'd made on that holiday. They and their friends had children, and now we children are all pen friends and we exchange emails quite often. My best friend in France is Marie-Claude, and I've already stayed with her twice. Perhaps one day I'll be writing about my French adventures but until then, I think I'll keep them to myself!

## ► Units 9–10

- A15** When the narrator's parents went to France, they
- 1) wanted a luxury holiday.
  - 2) didn't want to spend too much money.
  - 3) had planned it all very carefully.
  - 4) wanted to travel as far as they could every day.
- A16** The French people in the towns and villages
- 1) shouted at the visitors.
  - 2) had closed all the hotels and restaurants.
  - 3) were not interested in the election.
  - 4) were discussing politics.
- A17** The surprising thing about the lunch was that
- 1) it happened after the elections had finished.
  - 2) the narrator's parents were invited.
  - 3) there were a lot of different courses.
  - 4) it was even longer than usual.
- A18** The narrator's mother decided to have a picnic because
- 1) she wanted to sit by the river.
  - 2) it would save some money.
  - 3) she loved French cheese.
  - 4) it would save time.
- A19** The narrator's parents took the job because
- 1) they had to earn money to get back to England.
  - 2) they wanted a suntan.
  - 3) they had to earn money to get to the Med.
  - 4) they enjoyed the students' company.
- A20** From the article, we understand that the narrator's parents
- 1) wished someone could lend them some money.
  - 2) can't have had a lot of money in those days.
  - 3) would have travelled further if they'd had more money.
  - 4) couldn't have been very happy in France.
- A21** At the present time, the narrator
- 1) wants to go back to France with her parents.
  - 2) is staying with her French pen friend.
  - 3) has been to France a couple of times.
  - 4) often writes about her times in France.



Раздел 3. Грамматика и лексика

A22–  
A28

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

**Monaco**

Monaco is the second smallest independent state, after Vatican City in Rome. It is on the Mediterranean Sea with France on its other three sides. The **A22** \_\_\_\_\_ city is Monaco, which is high up on a rocky hillside.

About half the **A23** \_\_\_\_\_ of Monaco is French.

French, English, Italian and the local dialect, Monégasque, are spoken there, with French as the **A24** \_\_\_\_\_ language.

Monaco, despite its small size, is a constitutional **A25** \_\_\_\_\_ and is a full member of the United Nations.

The king (or queen) runs the country with the help of a senior minister. The flag of Monaco is red and white, and they also have their own **A26** \_\_\_\_\_ anthem.

Monaco is particularly **A27** \_\_\_\_\_ for the Monte Carlo Rally and the Monaco Grand Prix, and many tourists come to Monaco every year.

The **A28** \_\_\_\_\_ of Monaco is now the Euro, although Monaco is not a member of the European Union.

- |            |               |              |                 |             |
|------------|---------------|--------------|-----------------|-------------|
| <b>A22</b> | 1) prime      | 2) capital   | 3) national     | 4) senior   |
| <b>A23</b> | 1) population | 2) members   | 3) republic     | 4) people   |
| <b>A24</b> | 1) foreign    | 2) natural   | 3) aristocratic | 4) official |
| <b>A25</b> | 1) election   | 2) democracy | 3) party        | 4) monarchy |
| <b>A26</b> | 1) capital    | 2) national  | 3) official     | 4) foreign  |
| <b>A27</b> | 1) dangerous  | 2) enjoyable | 3) famous       | 4) helpful  |
| <b>A28</b> | 1) money      | 2) cash      | 3) cashier      | 4) currency |