



Раздел 1 (задания по аудированию)

Вы услышите четыре коротких текста, обозначенных буквами **A, B, C, D**.

В заданиях **1–4** запишите в поле ответа цифру **1, 2** или **3**, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

1. For participation it is essential _____.

- 1) to have enough food.
- 2) to train regularly.
- 3) to have enough water.

Ответ:

2. The additional sum of money is _____.

- 1) for a room service.
- 2) for telephone calls.
- 3) for breakfast.

Ответ:

3. The laptop has _____ USB ports.

- 1) two
- 2) eight
- 3) no

Ответ:

4. An airmail stamp is _____.

- 1) \$3.45
- 2) \$4.
- 3) 85 cents.

Ответ:

5. Вы готовите тематическую радиопередачу с высказываниями пяти разных людей, обозначенных буквами **A, B, C, D, E. Подберите к каждому высказыванию соответствующую его содержанию рубрику из списка **1–6**. Используйте каждую рубрику из списка только один раз.**

*В списке есть **одна лишняя рубрика**. Вы услышите запись дважды.*

1. The importance of libraries
2. A favourite library
3. Forms of art
4. A reliable source
5. Teaching art
6. Important reasons

Запишите в таблицу выбранные цифры под соответствующими буквами.

Говорящий	A	B	C	D	E
Рубрика					

6 - 11. Вы помогаете своему другу, юному радиожурналисту, проанализировать подготовленное им для передачи интервью. Прослушайте аудиозапись интервью и занесите данные в таблицу.

Вы можете вписать **не более одного слова** (без артиклей) из прозвучавшего текста.

Числа необходимо записывать буквами.

6	The time Mary's classes begin	five past _____
7	The time Mary has lunch	_____
8	The food Mary brings for lunch	_____
9	Mary's favourite subject	_____
10	The subject Mary doesn't like	_____
11	The grade Mary in	_____

Раздел 2 (задания по чтению)

- 12.** Вы проводите информационный поиск в ходе выполнения проектной работы. Определите, в каком из текстов **A–F** содержатся ответы на интересующие Вас вопросы **1–7**. Один из вопросов останется без ответа. Занесите Ваши ответы в таблицу.

- 1. Variants**
- 2. What is Supermarine Spitfire**
- 3. Speed and altitude records**
- 4. Manufacturing of aircrafts**

- 5. Design and development**
- 6. Supermarine Spitfire operational history**
- 7. Spitfire after World War II**

- A.** Spitfire, also called Supermarine Spitfire, the most widely produced and strategically important British single-seat fighter of World War II. The Spitfire, renowned for winning victory laurels in the Battle of Britain (1940-41) along with the Hawker Hurricane, served in every theatre of the war and was produced in more variants than any other British aircraft. The Spitfire continued to be used as a front line fighter and in secondary roles into the 1950s. It was produced in greater numbers than any other British aircraft and was the only British fighter in production throughout the war.
- B.** The Spitfire was a project of Reginald Mitchell. The airplane was a direct descendant of a series of floatplanes. One of these racers, the S.6, set a world speed record of 357 miles (574 km) per hour in 1929. The Spitfire first flew in March 1935. It had superb performance and flight characteristics. A more radical design than the Hurricane, the Spitfire had a stressed-skin aluminum structure and a graceful elliptical wing that gave it exceptional performance at high altitudes.
- C.** In February 1936 the director of Vickers-Armstrongs, Sir Robert MacLean, guaranteed production of five aircraft a week. On the 3th of June 1936, the Air Ministry placed an order for 310 aircraft, for a price of £1,395,000. But it quickly became clear that the order could not be completed in the 15 months promised. Supermarine was a small company. Thus, the first production Spitfire rolled off the assembly line in mid-1938 and was flown on 15th of May 1938, almost 24 months after the initial order.
- D.** The Spitfire entered service on the 4th of August 1938. The Spitfire achieved legendary status during the Battle of Britain. The Spitfire continued to play increasingly diverse roles throughout the Second World War. It became the first high-speed photo-reconnaissance aircraft. In 1941 and 1942, Spitfires provided the first photographs of the Freya and Würzburg radar systems.
- E.** Beginning in late 1943, high-speed diving trials were undertaken to investigate the handling characteristics of aircraft travelling at speeds near the sound barrier. A Spitfire XI was chosen to take part in these trials. It was during these trials that EN409 reached 606 mph. On the 5th of February 1952, the pilot, Flight Lieutenant Ted Powles, was on a routine flight but he climbed to 51,550 ft.
- F.** As its designer, R.J. Mitchell will forever be known for his most famous creation. However, the development of the Spitfire did not cease with his premature death in 1937. Mitchell only lived long enough to see the prototype Spitfire fly. Subsequently a team led by his chief draughtsman, Joe Smith, developed more powerful and capable variants to keep the Spitfire current as a front-line aircraft. All in all, there were 24 marks of Spitfire and many subvariants.
- G.** There are approximately 50 Spitfires and 2 Seafires in airworthy condition worldwide with another 23 restoration to airworthy projects underway at the time of writing, (2011). Many air museums also have examples on static display. The most originally restored Spitfire in the world is maintained in airworthy condition at Fantasy of Flight in Polk City, Florida.

Запишите в таблицу выбранные цифры под соответствующими буквами.

Текст	A	B	C	D	E	F
Вопрос						

Прочитайте текст. Определите, какие из приведённых утверждений **13–19** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**). Запишите в поле ответа цифру **1, 2** или **3**, соответствующую выбранному Вами варианту ответа.

A World of its Own

Madagascar is an island - the world's fourth largest, at over 225 000 square miles - but an island nevertheless. Nature has blessed Madagascar with exceptional riches. 90 per cent of its flora and fauna is found nowhere. The spectacle of its carrot-shaped baobab trees and ghostly lemurs make even the most well-travelled visitors wide-eyed with amazement and delight.

Its rare beauty hides the desperate situation of its people. The typical Madagascan lives on about a dollar a day, even though you wouldn't guess this from the attitude of the Malagasy, the island's main ethnic group, who are a cheerful and optimistic race. Since the first humans arrived in Madagascar some 2300 years ago, loggers and developers have destroyed nearly 90 per cent of the island's original forest habitat, harvesting it or burning it down to create room for crops and cattle.

Considering that Madagascar's population is growing by three per cent a year, this tension between rich and poor residents is increasing day by day. Alarmed ecologists have named Madagascar a bio-diversity hot spot, deploring the practice of slash-and-burn agriculture. In 2002 the global environmental community rejoiced when green-friendly Marc Ravalomanana was elected president. Only seven years later, in the spring of 2009, the military replaced Ravalomanana with a former radio disc jockey who seemed to have little interest in protecting the environment.

Needing money, the new government reversed a ban on the export of precious hardwoods, making it legal to sell wood from trees which had already been cut down or had fallen during the cyclones that regularly hit the island. Yet in reality they did little to control the loggers who continued to rob the forests of new wood. The main targets of the environmental crime are the rosewood tree and the ebony tree. The wood from these majestic trees is in high demand.

The locals are caught in a trap. Poverty and high value of rosewood - at 3000 dollars per cubic metre it is ten times as valuable as oak - have driven them to cut down trees that are traditionally believed to be sacred. It is dangerous and back-breaking work. Using hand axes, in a few hours they bring down a tree that has stood tall for many centuries.

In this bleak landscape what can bring hope? One man's work may offer a possible route out of the darkness. Oliver Behra who first came to Madagascar from France in 1987 believes that the only solution is to give local people economic alternatives. Almost single-handedly, he has stopped deforestation in the Vohimana forest by encouraging the locals instead to collect medicinal plants, which they never imagined had any monetary value, and sell them overseas to companies like Chanel. The village lemur hunter has been retrained to act as a guide for tourists obsessed with lemurs. The same tourists also pay to visit the wild orchid conservatory that Behra has set up. Can small-scale and sensitive initiatives like this compete with the rosewood mafia of Madagascar? Only time will tell.

13. Madagascar has the most unusual environment in the world.

- 1) True 2) False 3) Not stated **Ответ:**

14. The Madagascan people are very poor.

- 1) True 2) False 3) Not stated **Ответ:**

15. Most forests were destroyed 2300 years ago in the fire brought by first developers.

- 1) True 2) False 3) Not stated **Ответ:**

16. Former President Marc Ravalomanana was ecologically-minded.

- 1) True 2) False 3) Not stated **Ответ:**

17. The new government passed a law prohibiting people to sell hardwood from fallen trees.

- 1) True 2) False 3) Not stated **Ответ:**

18. For most loggers cutting down hardwood trees is against their beliefs.

- 1) True 2) False 3) Not stated **Ответ:**

19. The forest offers locals other legal and effective ways to make money.

- 1) True 2) False 3) Not stated **Ответ:**

Раздел 3 (задания по грамматике и лексике)

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **20-28**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **20-28**.

	Last week my children suggested we should have a weekend break. After a few minutes on my computer I was able to book flights and a hotel, then print out airline tickets and a hotel voucher.		
20	Everything _____ in less than half an hour.	DO	
21	Nothing surprising about that, you might say. But then I suddenly remembered how things _____ when I was a child.	BE	20
22	If my parents wanted to go away, they _____ use the Internet - because there was no Internet.	NOT/CAN	21
23	They _____ to phone a travel agent or drive into town and go to a travel agency.	HAVE	22
	It's the same thing with phones. Once when I was a teenager I _____ out with my friends and missed the last bus home.		23
24	Of course, none of _____ had a mobile phone.	GO	24
25	So, we went hours _____ for a phone box so that we could call for a taxi. Eventually, we managed to find one, but by then it was two in the morning. In those days mobile phones were an expensive luxury. Even if you had one, you were only able to use it in big cities because there was no signal in the countryside.	WE	25
26		SEARCH	26
			27
			28
27	And they were huge - not much _____ than a home brick.	SMALL	
28	I'm sure that in the future we _____ able to make them small enough to wear as a ring.	BE	

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **29–34** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **29–34**.

HOW I WAS A 'PUNK'			
29	In the fashion and music industries hair styles change as _____ as traffic lights but bright red or green usually dominates. So, I'm neither the first nor the last to dye my hair a shocking color. When you dye your	QUICK	
30	hair some _____ color, people feel that you are trying to draw attention to yourself and they start passing	NATURAL	29
31	_____ comments.	DIFFER	30
32	So, when some adults saw my _____ red and green hair, they told me that they hated the color and some children cried, 'Look-it's a punk'. At last I was not allowed to take my school exams because of that bright color.	COLOR	31
			32
			33
33	I _____ think that our social attitudes haven't changed since the late 1970's and the days of the punk Mohican. I was called 'rebellious' and '_____'. I have also discovered what poor manners many people show when it comes to reacting to other people's choice of hair color. Only hair color and nothing else.	SERIOUS	34
34		POLITE	