

Задание 10

1. GLOBAL LANGUAGE
2. HOW IT ALL BEGAN
3. GREAT BORROWER
4. THE LANGUAGE OF COMPUTERS
5. ENGLISH IN OTHER LANGUAGES
6. FRENCH INFLUENCE
7. CRAZY ENGLISH
8. DO YOU SPEAK COCKNEY?

A. It's strange that the differences in Britain itself are greater than those between Britain and other English-speaking countries. For a Londoner, it's easier to understand an American than a Cockney. Cockney has a pronunciation, accent and vocabulary unlike any other dialect. Cockney speech is famous for its rhyming slang. A word is replaced by a phrase or a person's name which rhymes with it.

B. Other languages absorb English words too, often giving them new forms and meanings. So many Japanese, French, Spanish and Germans mix English words with their mother tongues that the resulting hybrids are called Japlish, Franglais, Spanglish and Denglish. In Japanese, for example, there is a verb Makudonaru, to eat at McDonald's.

C. Have you ever wondered why the English language has different words for animals and meat? When William the Conqueror invaded England in 1066, French became the official language of the court. The English would look after the animals and cook the meat, still calling the animals pig, sheep and cow. The Normans, when they saw the cooked meat arrive at their table, would use French words – pork, mutton and beef.

D. English is mixing with other languages around the world. It's probably the biggest borrower. Words newly coined or in vogue in one language are very often added to English as well. There are words from 120 languages in its vocabulary, including Arabic, French, German, Greek, Italian, Russian, Spanish and Turkish. 70 per cent of the English vocabulary are loan words and only 30 per cent of the words are native.

E. Have you ever wondered how many people speak English? It's around 400 million people. Geographically, English is the most wide-spread language on earth, and it's second only to Chinese in the number of people who speak it. It's spoken in the British Isles, the USA, Australia, New Zealand and much of Canada and South Africa. English is also a second language of another 300 million people living in more than 60 countries.

F. In Shakespeare's time only a few million people spoke English. All of them lived in what is now Great Britain. Through the centuries, as a result of various historical events, English spread throughout the world. There were only 30,000 words in Old English. Modern English has the largest vocabulary in the world – more than 600,000 words.

G. In the English language blackboards can be green or white, and blackberries are green and then red before they are ripe. There is no egg in eggplant, neither mush nor room in mushroom, neither pine nor apple in pineapple, no ham in hamburger. Why is it that a king rules a kingdom but a queen doesn't rule a queendom? If the plural of tooth is teeth, shouldn't the plural of booth be beeth? And in what other language can your nose run?

Текст	A	B	C	D	E	F	G
Заголовок							

Задание 11

Прочитайте текст и заполните пропуски **A–F** частями предложений, обозначенными цифрами **1–7**. Одна из частей в списке **1–7** — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Starting your own business

What are the reasons for starting your own business? One of them is because you believe you are the best in that line or because you have a product or service that has never been offered to the market before. Another is that you are a person in a real hurry and cannot suffer the **A** _____ to reach your goals. Sometimes it is because you have an inheritance **B** _____ soon after you set up a business or that there already is a cash purse with loose strings and you want to make the best of this bonanza.

If your reasons are any or all of the above, abandon the thought right now and save yourself the disillusionment **C** _____ into the world of commerce.

Start your own business just for the sake of doing a trade, or for **D** _____. Do not burden yourself with lofty notions of superiority when compared to your peers. When setting out to start your own business, be emotional about it, but not impractical; don't be led by your heart, but be dictated by your mind.

Having covered those parts that are not taught in a business school, let us look at **E** _____ your own business. You should start with a SWOT analysis – strengths, weaknesses, opportunities and threats – analyze these for yourself, for partners in your business, if any, and for the business itself.

If the result of the analysis is encouraging, then prepare a business plan. It is like a road map for actions in the near foreseeable future to achieve your business goals. Finally, execute the business plan with precision; tweak it as you go along, only so that it helps to meet the end goal of successfully **F** _____ the business.

1. the essentials of starting
2. that awaits when you step
3. trials and tribulations of employment
4. establishing and conducting
5. preparing a business plan
6. waiting to be acquired
7. undertaking the commercial activity

Пропуск	A	B	C	D	E	F
Часть предложения						

Women and the maths problem

Women's underachievement in maths may not be due to their poor self-image in the subject, a new report suggests. Researcher Dr. Gijbert Stoet at the University of Leeds says that the so-called "stereotype threat" theory - which holds that women perform worse than men because they expect to do badly - "does not stand up to scrutiny".

Earlier research had serious flaws, he says, with improper use of statistical techniques and methodology. Clearly, those who carried out this research need to review their own competence in maths. Stoet believes the gender gap may simply be that men and women have different interests from an early age, and says the answer to getting more women into maths and engineering is probably a matter of motivation.

According to last year's results, even though girls perform as well as boys in their maths GCSEs, 60% of A-levels in the subject are taken by boys, who achieve 60% of grade As.

I am an engineer, who has worked in the chemical industry for most of my working career. When I graduated in the 80, I assumed we were at the start of a new era for women in science: I studied alongside intelligent and motivated women, opportunities seemed aplenty, in-roads had been made.

But 20 years down the line, only 8.7% of British engineers are women, the lowest proportion in Europe, compared with 25% in Sweden. So what has happened?

One of the main problems is that careers in science, technology, engineering and maths (known as Stem) are not sufficiently promoted in schools, with fewer children taking up these subjects at GCSE and A-level. Year in, year out, we are told that Britain has a skills shortage. The general lack of interest among schoolchildren in maths and science subjects, together with the underlying social conditioning that still remains - that science subjects "aren't really for girls" - has led to a double-whammy effect, reducing female entrants even further.

Over the past few years, I have been involved in Stemnet, an organization dedicated to promoting these careers by getting people who work in jobs from biologists to builders to talk to schoolchildren about what they do. It's an attempt to debunk the myth that maths and sciences are too difficult or too boring. I was amazed to see hundreds of schoolboys and girls at a recent event at the Science Museum, presenting a range of experiments and projects they had prepared. And the ones prepared by girls were equally challenging and sophisticated.

I agree with the new study that rather than focusing on the problems of stereotyping, we should devote more time to encouraging girls into science and technology: they clearly respond.

But encouraging schoolgirls into university and careers is not all. As is typical in most sectors, I see a number of female engineers at the entry and midlevels of companies, but precious few at the top. This is a huge waste of talent. It also raises the issue of certain professional inequality and a biased attitude towards women. The report has done well to challenge the myths behind women's underachievement in schools, but more work still needs to be done to address the problem of women's lack of achievement in the workplace. At least in the spheres closely related to science and engineering.

Задание 12

Dr. Gijbert Stoet claims that women do worse than men at maths because they ...

- 1) use improper methods in problem-solving.
- 2) are not encouraged to do the subject.
- 3) do not believe in their own competence.
- 4) employ wrong stereotypical techniques.

Задание 13

Last year's A-levels maths results show that...

- 1) boys are more likely to fail.
- 2) more girls take the subject.
- 3) girls do better than boys.
- 4) boys get more A grades.

Задание 14

Which of the following statements **is NOT true**, according to paragraphs 5 and 6?

- 1) Britain has fewer women engineers than other European countries.
- 2) The author has worked in engineering for over 20 years.
- 3) The prospects for women in science are best in Sweden.
- 4) The author's expectations about women in science have not come true.

Задание 15

According to the author, social conditioning taking place in Britain implies that...

- 1) science could be interesting.
- 2) math is an optional skill.
- 3) boys are smarter than girls.
- 4) science is for boys.

Задание 16

«They» in «to talk to schoolchildren about what they do» (paragraph 7) may refer to ...

- 1) schoolchildren.
- 2) careers.
- 3) experiments.
- 4) scientists.

Задание 17

According to the final paragraphs, which of the factors discouraging girls from careers in science appears to be most important?

- 1) Academic underachievement.
- 2) Lack of opportunities in career growth.
- 3) Social stereotypes.
- 4) Lack of encouragement.

Задание 18

The author's attitude to the problem may be called ...

- 1) interested.
- 2) impartial.
- 3) negative.
- 4) biased.