Units 5–6

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.

LIVEWORKSHEETS

Units 5–6

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.

LIVEWORKSHEETS

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 19th 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 Ebeneezer – and he was inside someone's house. The time machine was programmed to send him to the 21st 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 21st 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 Ebeneezer, 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.

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

Units 5–6

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.

LIVEWORKSHEETS

Units 5–6

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.

1. Прочитайте заголовок и текст, чтобы понять его основное содержание.
2. Вдумчиво прочитайте первый абзац (B11) текста. Подумайте, какая часть речи (имя существительное, глагол, прилагательное, наречие и т. д.) пропущена.
3. 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.
4. Помните,
   - в слове может быть несколько изменений,
   - вновь образованное слово может иметь отрицательное значение.
5. Заполните пропуск.
6. Выполните подобным образом всё задание.
7. Прочитайте текст с заполненными пропусками и убедитесь, что употреблённые вами слова не нарушают структурно-смысловые связи в тексте.

LIVEWORKSHEETS