**Демонстрационный вариант**

**Часть 1 (задания 1-9, 40 баллов)**

**1.** Установите соответствие между текстами A–G и заголовками 1–8. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1.  Building materials

2.  The longest on Earth

3.  Safe travel

4.  Designing a building

5.  Invented by accident

6.  Comfortable living

7.  How did they do it?

8.  Why seasons change

**A.** Most of Africa’s rural peoples use natural resources that are locally available for their homes. In grasslands, people typically use grass to cover the walls and roofs. In forested areas, they use hardwoods as well as bamboo and raffia palm. Earth and clay are also major resources used in construction. In areas with few natural resources, people often live as nomads, moving from place to place. Instead of making permanent homes, they usually use simple shelters or tents made of animal skins and woven hair.

**B.** An architect must consider how a structure will be used and by whom. An apartment building, a palace, a hospital, a museum, an airport, and a sports arena all have different construction requirements. Another factor is the ideas the structure should communicate. For example, some buildings are made to impress people with a display of power and wealth; others  — to make everyone feel welcome. Other things to consider are the location and surrounding environment, including weather, and the cost of materials.

**C.** Did you know that an eleven-year-old child first created the Popsicle? The boy’s name was Frank Epperson. In 1905, Frank left a mixture of water and powdered soda out on his porch by mistake. It also contained a stir stick. That night, fortunately for Frank, the temperatures fell to a record low. As a result, he discovered the substance had frozen to the stick, and a frozen fruit flavoured ice treat was created. He decided to call it the epsicle, which was later patented by him and named as Popsicle.

**D.** As Earth goes around the sun, the North Pole points to the same direction in space. For about six months every year, the North Pole is tilted towards the sun. During this time, the Northern Hemisphere gets more direct sunlight than the Southern Hemisphere and more hours of daylight. During the other six months, the North Pole is tilted away from the sun. When the Northern Hemisphere gets the most sunlight, it experiences spring and summer. At the same time, the Southern Hemisphere gets autumn and winter.

**E.** In southern Peru, there is an isolated plateau where the wind almost never blows. Here, around the year 400 to 650 AD, the people of the Nazca culture created the famous Nazca lines, by removing the red stones covering the ground so that the white earth beneath was visible. These Nazca lines are actually portraits of animals such as monkeys, birds or fish. It is a mystery how such a primitive civilization could create such artwork with precision when they had no means of viewing their work from the air.

**F.** Antarctica, which is the southernmost and fifth largest continent, does not have twenty-four-hour periods divided into days and nights. In the South Pole, the sun rises on about September 21 and moves in a circular path until it sets on about March 22. This “day”, or summer, is six months long. During this period, if the weather conditions are good, the sun can be seen twenty-four hours a day. From March 22 until September 21, the South Pole is dark, and Antarctica has its “night”, or winter.

**G.** Any ship that hits an iceberg can be damaged. The most famous iceberg in history sank the “Titanic”, a ship travelling in the northern Atlantic Ocean, on April 15, 1912. The ship’s side scraped the iceberg, which tore holes in the hull. Within three hours, the ship was at the bottom of the ocean. After the loss of the “Titanic”, several nations worked together to establish the International Ice Patrol. Today the U.S. Coast Guard runs the patrol, which warns ships about icebergs floating in Atlantic shipping routes.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Текст | A | B | C | D | E | F | G |
| Заголовок |  |  |  |  |  |  |  |

**2.**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.

**Peter and Paul Fortress**

The Peter and Paul Fortress in St. Petersburg, located on small Hare Island, is the historic core of the city. The history of St. Petersburg begins with the history of the fortress.

Since 1700 Russia had been fighting the Northern War against Sweden. By 1703 the lands by the Neva River were conquered. To protect them from the attacks of the Swedes it was necessary to build a strong outpost here. The fortress was founded on Hare Island 16 (27) May, 1703 by joint plan of Peter I and French engineer Joseph-Gaspard Lambert de Guerin. This day is well known A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The fortress stretches from west to east with six bastions B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The Peter’s Gate on the east side, C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has remained since the time of Peter I. The Peter and Paul Cathedral, D\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emperors and the monument of Russian baroque, was completed after the death of the emperor, in 1733. The weathervane as a golden angel with a cross, E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, is one of the main symbols of the city. On the opposite side of the cathedral, there is the Mint building, constructed in the time of Paul I by architect A. Porto. Coinage was moved to the fortress F\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the time of Peter I. The Peter and Paul Fortress has never directly participated in any fighting. From the very beginning of its existence it was used as a political prison. Since 1924 the Peter and Paul Fortress has been a part of the Museum of the History of St. Petersburg.

1.  as the day of the birth of St. Petersburg

2.  which was designed by D. Trezzini

3.  which was the burial place of Russian

4.  and reminding of the rich history of the city

5.  as the most protected part of the city

6.  which is located on the spire of the cathedral

7.  that are located at the corners

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Пропуск | A | B | C | D | E | F |
| Часть предложения |  |  |  |  |  |  |

**3.** According to the author students turn to fast food when ...

1)  their schedule is well adjusted.

2)  they are short of time.

3)  they live close to the campus.

4)  they have no willpower.

**Shape it up: tips you can follow for a healthier campus diet**

Rushing up and down the streets, I often have days when I wonder how I will find the time to eat. This is when it becomes easy for students to turn to fast food. Once you stop living close by or have awkward time gaps between classes, fast food is available at almost every on-campus eatery.

There's no doubt that the university tries to make healthier food readily available. Some cafes have organic foods ready to go and Greenhouse allows students to make almost any kind of fresh salad they can think of. But I have to wonder, why is there so much fast food available? For many students, it's difficult to choose an expensive salad from Greenhouse over a meal from Taco Bell.

To solve the problem of finding healthy food on campus without having to eat salad daily, I do three things: take advantage of meal options I previously disregarded, completely ignore any fast food place and get creative in the dining halls.

First, I take advantage of meal options I had previously disregarded at on-campus restaurants. Being both a vegetarian and interested in a fair-trade diet has made it somewhat challenging to arrange an eating plan while living on campus. With limited options, food gets old fast. I looked closely at menus to see what options I overlooked. On campus, I eat oatmeal and fresh fruit instead of getting smoothies. I try the soup at Greenhouse instead of salad. If I have time in the morning I use an extra swipe and pack a lunch. By including this, I now have something new to eat each day, and I can go an entire school week without repeating a lunch.

As I create a pattern of eateries to maintain a healthy diet without losing interest in the food, it is clear I cannot include every on-campus restaurant in my plan.

This is where my second solution comes in. I have learned to completely ignore fast food. If I linger in front of Panda Express or Sbarro too long, temptation takes over. I started ignoring these places in the middle of fall quarter, and now I can walk by them without a thought. The only way I know to accomplish this is willpower. Of course, that does not mean in any way that you should never allow yourself the occasional visit to these restaurants. Everyone deserves a treat sometimes. I know I can never give up animal-style fries completely.

Finally, I have learned to get creative in dining halls. This can't easily be done outside a dining hall, so it isn't exactly an "on-the-go" solution to eating on campus. Just the same, it can help make meals less boring. I often take a veggie patty and make a wrap out of it, and I use the salad bar to throw on any other toppings I want. I use the microwave to heat up whatever I want in it. If you are a meat lover, you can put the bacon bits from the salad bar or slice a grilled chicken breast to put in soup or pasta.

When living on a college campus, it can be difficult to find a way to eat what you like and what's good for you while trying to avoid a repetitive diet. There are a limited number of options available and the dominance of fast food can be hard to ignore. But if you try out as many places as you can, use willpower and turn on your creativity, you can certainly design your own healthy meal plan that won't feel as if you eat the same thing every day.

**4.** What does the author think about eating opportunities on campus?

1)  She believes they need to provide more organic food.

2)  She thinks they do a great job providing salads at a reasonable price.

3)  She can't understand why they offer so many fast food choices.

4)  She thinks that meals from Taco Bell are too expensive.

**5.** What is the author's method of maintaining a healthy diet?

1)  Carefully choosing in on-campus restaurant.

2)  Changing a restaurant daily.

3)  Eating less.

4)  Trying new dishes on the menu.

**6.** What is NOT characteristic of the author's eating habits?

1)  She avoids eating meat.

2)  She misses lunches.

3)  She studies the menus attentively.

4)  She tries to vary the food she eats.

**7.** What is, according to the author, the best way to stop eating fast food?

1)  Visit fast food restaurants not more than once a year.

2)  To replace it with the animal-style fries.

3)  Not to walk near fast food restaurants.

4)  To stick to the decision not to eat it.

**8.** What does "it" in paragraph 7 refer to ("Just the same, it can help...")?

1)  Finding a perfect solution to eating on campus.

2)  Cooking your own meals.

3)  Creativity in a dining hall.

4)  Eating outside of dining halls.

**9.** What is the purpose of the article?

1)  To give advice on eating healthy food on campus.

2)  To convince the reader that eating the same food every day is unhealthy.

3)  To classify on-campus eateries.

4)  To prove that daily consumption of fast food is harmful.

**Часть 2 (задания 10-27, 36 баллов)**

**10.** Преобразуйте, если это необходимо, слово **NOT CAN** так, чтобы оно грамматически соответствовало содержанию текста.

**As old as a brontosaurus**

As we walked around the Prehistoric Park in Calgary, I had my six-year-old son, Jordie, pose for a picture with a brontosaurus in the background. After I took the photo, I \_\_\_\_\_\_ help crying.

**11.** Преобразуйте, если это необходимо, слово **TAKE** так, чтобы оно грамматически соответствовало содержанию текста.

«What’s wrong, Mom?» Jordie asked. I explained that when I was his age, my parents had taken my picture standing in exactly the same spot, and I was feeling rather nostalgic. I added that perhaps one day he \_\_\_\_\_\_ his son’s picture here.

**12.** Преобразуйте, если это необходимо, слово **I** так, чтобы оно грамматически соответствовало содержанию текста.

Puzzled, he looked several times from the brontosaurus to \_\_\_\_\_\_ .

**13.** Преобразуйте, если это необходимо, слово **BAD** так, чтобы оно грамматически соответствовало содержанию текста.

I And then came the \_\_\_\_\_\_ moment of my life. My son said, «But ... when you were a girl ... it was alive then, right?»

**14.**Преобразуйте, если это необходимо, слово **CHOOSE** так, чтобы оно грамматически соответствовало содержанию текста.

**Victory Day**

On this day, Russia celebrates the victory over Nazi Germany and honours 20 million Soviet people who died in the war. May 9 \_\_\_\_\_\_ , since on the night of the 8th/9th of 1945, the Nazi Germany surrendered to the Soviet Union and the Allies in Berlin.

**15.** Преобразуйте, если это необходимо, слово **TAKE** так, чтобы оно грамматически соответствовало содержанию текста.

In Russia, almost every family has at least one person who \_\_\_\_\_\_ part in the war.

**16.** Преобразуйте, если это необходимо, слово **INVENT** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

**Morse Code**

Before phones, computers, and telegraphs were invented, messages would take months or even years to reach their destination. Samuel Morse was born in Charlestown, Massachusetts, in April 1791, not knowing that he would be a famous \_\_\_\_\_\_\_\_\_\_\_\_.

**17**. Преобразуйте, если это необходимо, слово **DRAW** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Since the age of four, Morse had been interested in \_\_\_\_\_\_\_\_\_\_\_ and he wanted to become a painter. Mr. and Mrs. Morse were afraid that he couldn't make a living as a painter, so they made him a bookseller. He worked as a bookseller but at night he would paint.

**18.** Преобразуйте, если это необходимо, слово **FINAL** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

\_\_\_\_\_\_\_\_\_\_\_, his parents realized how he loved art, so they found the money for Morse to study art in London.

**19.**Преобразуйте, если это необходимо, слово **SUCCESS** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

After a \_\_\_\_\_\_\_\_\_\_\_ artistic career (first painting historical scenes and then portraits), Morse built the first American telegraph around 1835.

**20.** Преобразуйте, если это необходимо, слово **BUSY** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Morse patented a working telegraph machine in 1837, with help from his \_\_\_\_\_\_\_\_\_\_ partners, Leonard Gale and Alfred Vail.

**21.** Вставьте пропущенное слово:

1)  open

2)  find

3)  discover

4)  invent

**“Looking for Alaska” by John Green**

“Looking for Alaska”, written by John Green, is a story that will leave the reader moved by the characters. The readers will 30 \_\_\_\_\_\_\_ things about themselves they may have never known.

The author graduated from Kenyon College and worked for the “Booklist” journal. He reviewed hundreds of books, particularly literary fiction. In 31 \_\_\_\_\_\_\_, he critiqued novels for “The New York Times” Book Review. His first novel “Looking for Alaska” was mostly 32 \_\_\_\_\_\_\_ by his experience at a boarding school. This book made the “Top 10 Best Book for Young Adults” and undoubtedly 33 \_\_\_\_\_\_\_ it.

The novel is flawlessly written, moving and stimulating. All the characters are real and can create connections with their audience. They no longer seem to behave like fictional characters, but rather real people that have similar problems and ideas as young adults nowadays. 34 \_\_\_\_\_\_\_ of this, readers are able to recognize their own search for self-identity or labyrinths they must escape through the main characters.

Overall, I would recommend this novel to kids in high school. The characters in this story showed me the good and bad parts of life and still 35 \_\_\_\_\_\_\_ me want to live through them. This novel generated a spectrum of emotions with each page and I could 36 \_\_\_\_\_\_\_ put it down.

**22.** Вставьте пропущенное слово:

1)  general

2)  addition

3)  contrast

4)  comparison

**23.** Вставьте пропущенное слово:

1)  inspired

2)  involved

3)  impressed

4)  included

**24.** Вставьте пропущенное слово:

1)  confirmed

2)  earned

3)  defended

4)  deserved

**25.** Вставьте пропущенное слово:

1)  Besides

2)  Instead

3)  Despite

4)  Because

**26.** Вставьте пропущенное слово:

1)  held

2)  made

3)  kept

4)  turned

**27.** Вставьте пропущенное слово:

1)  hardly

2)  merely

3)  nearly

4)  really

**Часть 3 (задание - 28, 24 балла)**

**28.** You have received an email message from your English-speaking pen-friend Olivia:

|  |
| --- |
| **From: Friend@mail.uk** |
| **To: Russian\_friend@ege.ru** |
| **Subject: Welcome** |
| *… I know it’s often cold in Russia in winter. What do you usually do not to catch a cold? What is a healthy lifestyle for you? How can you catch up with the class if you do fall ill?*  *My cousins have come to stay with us for the weekend …* |

Write an email to Olivia.

In your message

— answer her questions

— ask **3 questions** about her cousins

Write **100–140 words.**

Remember the rules of email writing.

Председатель экзаменационной комиссии

по дисциплине «Иностранный язык в профессиональной деятельности – английский»,

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