

Задание №1

Расставьте правильно ударения в словах в зависимости от правил чтения в **британском** произносительном стандарте. Если ударение ставится на первый слог, в талоне ответов под соответствующей буквой (а) – е) укажите цифру 1, если на второй – цифру 2, если на первый или на второй – цифру 3.

- a) ballet
- b) princess
- c) migrate
- d) ice cream
- e) gourmet

[[1, 3, 2, 2, 1]]

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Задание №1

Расставьте правильно ударения в словах в зависимости от правил чтения в **американском** произносительном стандарте. Если ударение ставится на первый слог, в талоне ответов под соответствующей буквой (а – е) укажите цифру 1, если на второй – цифру 2.

- a) garage
- b) rotate
- c) address
- d) parquet
- e) vaccine

[[2, 1, 1, 2, 2]]

+++++

Задание №1

Расставьте правильно ударения в словах в зависимости от правил чтения в **британском** произносительном стандарте. Если ударение ставится на первый слог, в талоне ответов под соответствующей буквой (а – е) укажите цифру 1, если на второй – цифру 2, если на первый или на второй – цифру 3.

- a) adult
- b) brochure
- c) mandate
- d) address
- e) placate

[[3, 1, 1, 2, 2]]

Задание № 2

Прочитайте ответы (a) – e) на вопросы в левой колонке и определите, какое из слов (1 или 2) должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

What would you like for dessert?	a) I'd like a <i>cinnamon</i> (1) <i>danish</i> (2).
Where're you going?	b) To the nearest <i>meat</i> (1) <i>shop</i> (2).
What are your plans for the evening?	c) I'm going to get ready for my <i>English</i> (1) <i>test</i> (2).
What's the address?	d) <i>Washington</i> (1) <i>Square</i> (2).
What's his major?	e) He's a <i>history</i> (1) <i>student</i> (2).

[[2, 1, 1, 2, 1]]

+++++

Задание №2

Прочитайте ответы (a) – e) на вопросы в левой колонке и определите, какое из слов (1 или 2) должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

Can I help you, sir?	a) I want to buy a <i>fishing</i> (1) <i>rod</i> (2).
Is there anything you need?	b) I need some new <i>running</i> (1) <i>shoes</i> (2).
What's his favourite pastime?	c) His hobby is <i>train</i> (1)- <i>spotting</i> (2).
Where does she live?	d) <i>Cambridge</i> (1) <i>Crescent</i> (2).
When shall we meet?	e) Let's meet after my <i>German</i> (1) <i>class</i> (2).

[[1, 1, 1, 2, 1]]

Задание №2

Прочитайте ответы (a) – e) на вопросы в левой колонке и определите, какое из слов (1 или 2) должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

Where shall we meet?	a) In <i>Belgrave</i> (1) <i>Gardens</i> (2).
Can I help at all?	b) Get some <i>plastic</i> (1) <i>bags</i> (2) for me, please.
What are your plans for the weekend?	c) We're going to a concert in <i>Carnegie</i> (1) <i>Hall</i> (2).
What would you like to drink?	d) Some <i>grapefruit</i> (1) <i>juice</i> (2), please.
What's his job?	e) He's a <i>Chinese</i> (1) <i>teacher</i> (2).

[[2, 2, 2, 1, 1]]

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Задание № 3

Определите, в каких словах произносятся все согласные, а в каких – не все. Если произносятся все согласные, в талоне ответов под буквой соответствующего задания укажите цифру 1, если не все – цифру 2.

a) Greenwich b) jamb c) psychology d) crumble e) scepter

[[2, 2, 2, 1, 2]]

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Задание № 3

Определите, в каких словах произносятся все согласные, а в каких – не все. Если произносятся все согласные, в талоне ответов под буквой соответствующего задания укажите цифру 1, если не все – цифру 2.

a) crumb b) pneumonia c) sandwich d) alms e) agnostic

[[2,2,2,2,1]]

+++++

Задание № 3

Определите, в каких словах произносятся все согласные, а в каких – не все. Если произносятся все согласные, в талоне ответов под буквой соответствующего задания укажите цифру 1, если не все – цифру 2.

a) victuals b) Scopus c) submarine d) knap e) pterodactyl

[[2,1, 1, 2, 2]]

+++++

Задание № 4

Укажите, какой частью речи являются следующие слова. Если слово является прилагательным, в талон ответов внесите цифру 1, если наречием – цифру 2

Если слово может быть и прилагательным, и наречием – в талон ответов внесите цифру 3. Внесите номера выбранных вариантов в талон ответов под соответствующей буквой (a) – e).

a) surely b) heavenly c) hard d) merely e) sickly

[[2, 1, 3, 2, 1]]

+++++

Задание № 4

Укажите, какой частью речи являются следующие слова. Если слово является прилагательным, в талон ответов внесите цифру 1, если наречием – цифру 2. Если слово может быть и прилагательным, и наречием – в талон ответов внесите цифру 3. Внесите номера выбранных вариантов в талон ответов под соответствующей буквой (a) – e).

a) manly b) mainly c) hardly d) likely e) daily

[[1, 2, 2, 1, 3]]

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Задание № 4

Укажите, какой частью речи являются следующие слова. Если слово является прилагательным, в талон ответов внесите цифру 1, если наречием – цифру 2. Если слово может быть и прилагательным, и наречием – в талон ответов внесите цифру 3. Внесите номера выбранных вариантов в талон ответов под соответствующей буквой (a) – e).

a) monthly b) beastly c) unlikely d) surely e) sickly

[[3, 1, 1, 2, 1]]

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Задание № 5

Из каких слов в левой и правой колонке можно составить рифмующиеся пары? Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) bore	1) grew
b) brown	2) flown
c) blue	3) fawn
d) blow	4) four
e) born	5) frown
	6) roe

[[4,5,1,6,3]]

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Задание № 5

Из каких слов в левой и правой колонке можно составить рифмующиеся пары? Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) lost	1) breast
b) leased	2) ghost
c) lose	3) beast
d) laze	4) bossed
e) lest	5) bruise
	6) braise

[[4,3,5,6,1]]

+++++

Задание № 5

Из каких слов в левой и правой колонке можно составить рифмующиеся пары? Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) veil	1) salt
b) view	2) sane
c) vice	3) style
d) vile	4) spice

e) vault	5) stew
	6) sail

[[6, 5, 4, 3, 1]]

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Задание № 6

Для каждой тройки предложений выберите один подходящий по смыслу фразовый глагол. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Глаголы даны в их начальной форме. Варианты не могут повторяться.

- 1) call for 2) fall for 3) get back 4) get over 5) stand by
6) go through 7) run over 8) give away

a) Jack has found it hard to _____ the operation.

That movie has such a fantastic ending; I can't _____ how good it was.

One of the points the author tries to _____ to the audience is that true love does exist.

b) This chest of drawers is falling apart – I can't even _____ it _____.

Who could _____ it _____? Only Joe and me knew about the trip.

The bride _____ was _____ by her father.

c) Shall I _____ you on the way to work?

We intend to _____ an inquiry into the incident.

Such hostile questions _____ firm answers.

The crew is asked to _____ for the take-off.

_____, breakfast should almost be finished cooking.

Does the boss still _____ his decision to hire him?

d) Let's _____ the key points again before the meeting.

They _____ the weekly supply of food in two days.

They say that the new proposals are unlikely to _____.

[[4,8,1,5,6]]

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Задание № 6

Для каждой тройки предложений выберите один подходящий по смыслу фразовый глагол. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Глаголы даны в их начальной форме. Варианты не могут повторяться.

- 1) go by 2) go for 3) get over 4) go through 5) get by
6) run over 7) fall for 8) get back

a) The conference _____ by an hour and I was late for my train.

It would be a good idea to _____ your speech before giving it.

Don't fill the tub too full, it'll _____.

b) Have they started the rumour about us? Don't worry, I'll _____ at them.

If you skip a couple of days, it can be hard to _____ to a regular routine.

As soon as I have an update, I'll _____ to you.

c) How could I _____ such an obvious trick?

She tends to _____ the most unsuitable men.

You didn't think I'd _____ that story, did you?

d) We'll _____ with this old computer until we buy a new one.

Those house alterations will never _____ the city council.

People can't _____ that car that is parked in the middle of the driveway.

e) The house was a train station in days _____.

What do you _____ when you're deciding whether or not to employ someone?

We watched the procession _____ and head towards the river.

[[6,8,7,5,1]]

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Задание № 6

Для каждой тройки предложений выберите один подходящий по смыслу фразовый глагол. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Глаголы даны в их начальной форме. Варианты не могут повторяться.

1) come across 2) work out 3) get at 4) take back 5) go by

6) go for 7) get by 8) stand for

a) I wouldn't _____ this kind of treatment.

FAQ _____ "frequently asked questions".

They begged him not _____ the upcoming presidential elections.

b) She has always been a private girl. No one can _____ her ____.

I consulted a coach to get some basic guidance on how often I should _____.

Is this new plan of yours _____ OK?

c) It's going to be hard to _____ the truth.

Keep your torch where you can _____ it quickly if you need it.

He's always trying to _____ me. Why doesn't he like me?

d) The new models _____ around 1K, so this one's a bargain.

Why did the dog _____ my arm like that?

It's a couch that also _____ a bed.

I _____ it while I was spring-cleaning my house.

He isn't trustworthy. Hardly ever _____ on his promises.

Her ideas don't _____ very well in her interview.

[[8,2,3,6,1]]

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Задание № 7

Завершите описание ситуации, выбрав подходящий вариант ответа. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Someone once said, 'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.' At least a) _____, and b) _____ in the digital world. Most internet communication is in one of the following languages: c) _____. But everyone has the right to use their own d) _____, and to keep the memories, traditions and ways of thinking that their language represents. And this is what e) _____ about.

- a) 1) forty three percents of all languages are dying out
2) 43 per cent of all languages are endangered
3) 43 percent of all languages are flourishing
4) 43 languages are on the verge of extinction
- b) 1) 100 world languages are spoken
2) more than 100 of the world languages are represented
3) fewer than 100 of the world's languages are used
4) none of them are used
- c) 1) the English, Chinese Mandarin, Spanish, Arabic, Portuguese, Indonesian, Malayan, Japanese, Russian and German
2) English, Chinese Mandarin, Spanish, Arabic, Portuguese, Indonesian, Malayan, Japanese, Russian and German
3) English, Chinese Mandarin, Spanish, Arabic, Portuguese, Indonesian, Malayan, Japanese, Russian and German languages
4) English, Spanish, German and Russians
- d) 1) mother language 2) indigenous language 3) second language 4) first tongue
- e) 1) the International Mother Tongue Festival means
2) the International Languages Festival
3) International Day is
4) International Mother Language Day is all

[[2, 3, 2, 1, 4]]

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Задание № 7

Завершите описание ситуации, выбрав подходящий вариант ответа. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a)_____ (though plenty of people will have three or four at least b)_____ 117 million pancakes will be eaten in one day). On a normal day, Brits eat 30 million eggs per day, but on the festive day that goes up to 52 million eggs and enough milk to fill more than 93 Olympic swimming pools. While some people might put c)_____ on their pancakes, the most d)_____ is lemon juice and sugar. But instead of e)_____ you put on top of cakes, British people use the same kind of sugar they put in their tea.

- a) 1) On the average British people devour twenty pancakes on the Pancake Day
- 2) Normally, the Brits would consume up to two pancakes per household
- 3) On average, British people eat two pancakes per person on Pancake Day
- 4) Generally, the Brits put away two pancakes per a person during the Pancake Festival

b) 1) that stands for 2) which means 3) which equals 4) that signifies

- c) 1) marmalade spreading or butter
- 2) coughing syrup
- 3) chocolate bar or fruit jellies
- 4) chocolate spread or syrup

- d) 1) famous top, by and large,
- 2) popular topping, by far,
- 3) healthy spreading, to a great degree
- 4) favoured additive, by and large

- e) 1) the fine white sugar
- 2) processed brown sugar
- 3) coarse white sugar
- 4) the artificial sweetener

[[3,2,4,2,1]]

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Задание № 7

Завершите описание ситуации, выбрав подходящий вариант ответа. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) _____ which is celebrated on the fourth Thursday of November. Because it is a holiday in the United States, it has long been a popular day for consumers to start shopping for Christmas. Over the last 20 years big retailers have started b) _____ on this day, and it has become more and more popular. Last year, people in the USA spent c) _____ (the Monday after Thanksgiving, when people often buy more online). The idea of d) _____ around the world. For example, in 2017, people in the UK spent e) _____.

- a) 1) The Black Friday is the day after the American holiday of Veterans Day
- 2) Black Friday is the day after the American holiday of Columbus Day,
- 3) Black Friday is the day after the international holiday of Veterans Day
- 4) Black Friday is the day after the American holiday of Thanksgiving,

- b) 1) to provide discounts and offerings
- 2) to offer discounts and bargains
- 3) to offer cuts and giveaways
- 4) to present free samples and bargains

- c) 1) the estimation of \$54.7 billion between the Black Friday and Internet Monday
- 2) an average of \$54.7 billions between the Black Friday and Online Monday
- 3) an estimated \$54.7 billion between Black Friday and Cyber Monday
- 4) a calculated \$54.7 billion between Black Friday and the Cyber Monday

- d) 1) the Black Week has also extended
- 2) the Black Friday has reached
- 3) the discount fever has captured
- 4) Black Friday has also spread

- e) 1) the parallel of \$10.3 billion, in Germany \$7.6 billion and in France \$6.2 billion
- 2) the equivalent of \$10.3 billion, in Germany \$7.6 billion and in France \$6.2 billion
- 3) the equality of \$10.3 billion, in Germany \$7.6 billion and in France \$6.2 billion
- 4) on average \$10.3 billions, in Germany \$7.6 billions and in France \$6.2 billions

[[4,2, 3,4,2]]

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Задание № 8

Завершите фразы (a) – e), выбрав правильный лексический вариант (1) – 4). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) It is a controversial policy which has attracted international 1) censor 2) censorship 3) censure 4) censoring.
- b) Residents report that they heard 1) continue 2) continuous 3) continued 4) continual gunfire.
- c) They turned out quite a 1) incredible 2) credible 3) credulous 4) creditable performance.
- d) Erica responded by making a little 1) deprecating 2) depredating 3) depraved 4) depreciating shrug.
- e) They were in 1) eminent 2) imminent 3) prominent 4) immanent danger of being swept away.

[[3, 2, 4, 1, 2]]

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Задание № 8

Завершите фразы (a) – e), выбрав правильный лексический вариант (1) – 4). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) They conspired to 1) insight 2) incite 3) cite 4) site riots.
- b) With 1) genius 2) ingenious 3) ingenuous 4) genuine sincerity, he captivated his audience.
- c) Theory can sometimes be hastily dismissed as 1) irrational 2) irreverent 3) irrelevant 4) reciprocal to the classroom.
- d) There were two very large oak trees in front of our house with wide spreading branches and 1) luxury 2) luxuriant 3) luxurious 4) luxuries foliage.
- e) Many of the 1) personal 2) personnel 3) personage 4) persona involved require training.

[[2, 3, 3, 2, 2]]

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Задание № 8

Завершите фразы (а) – е), выбрав правильный лексический вариант (1) – 4).
Укажите номера выбранных вариантов в талоне ответов под соответствующей
буквой (а) – е).

- a) In some cultures they 1) prescribe 2) describe 3) proscribe 4) subscribe surgery.
- b) Government units sought to 1) propel 2) repel 3) repeal 4) dispel the rebels.
- c) They chatted about their 1) prospective 2) retrospective 3) respectful 4) respective
childhoods.
- d) The press are embarrassingly 1) full 2) wholesome 3) fulsome 4) whole in their
appreciation.
- e) 1) Whey 2) Weigh 3) Way 4) Why is the watery part of sour milk that is separated
from the thick part called curds, for example when you are making cheese.

[[3, 2, 4, 3, 1]]

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Задание № 9

Определите по описанию, что обозначают подчеркнутые идиомы. Укажите
номера выбранных вариантов в талоне ответов под соответствующей буквой
(а) – е).

- a) When you bring something to the party, you 1) bring you own food or drink 2)
become a valuable party member 3) contribute to a particular activity 4) are
engaged in charity work.
- b) When you are on the go all day, you 1) walk 5 miles a day 2) multitask 3) are
too tired after work 4) are active and busy.
- c) When you say “What a blow!”, you 1) show your appreciation of a boxer’s
performance 2) voice your disappointment 3) say that the wind is strong 4) refer
to a musical hit song.
- d) When you refer to something as elbow grease, you mean 1) a joint pain ointment
2) bribery 3) a lot of physical effort 4) a soiled elbow.
- e) When you say that something rears its ugly head, you refer to 1) a poisonous
snake about to attack someone 2) a storm is brewing 3) a nasty person who is
bothering you 4) something bad begins to cause trouble.

[[3, 4, 2, 3, 4]]

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Задание № 9

Определите по описанию, что обозначают подчеркнутые идиомы. Укажите
номера выбранных вариантов в талоне ответов под соответствующей буквой
(а) – е).

- a) When you say “I don’t buy it”, you 1) refuse to buy something 2) you say that something is beyond you 3) voice your concern 4) show your disagreement.
- b) When you refer to quiet quitting, you mean that 1) you have a rigorous work schedule 2) someone quietly leaves their workplace without permission from the boss 3) someone mentally and emotionally checks out from their job 4) you take French leave.
- c) When you win hands down, you 1) actually lose 2) do it easily 3) put in a lot of effort in order to win 4) rely on your teammates for victory.
- d) If you refer to something as a curate’s egg, you 1) praise its high quality 2) harshly criticize it 3) you say that its good points outweigh its bad points 4) point out its bad and good qualities.
- e) If you say that you can’t watch the game because you have to hit the books, you mean that 1) you have to tidy up your desk 2) you are going to search the net for some rare editions 3) you are going to study 4) you are in no mood to study.

[[4,3,2,4,3]]

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Задание № 9

Определите по описанию, что обозначают подчеркнутые идиомы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) When you take the rough with the smooth, you 1) consume rough and smooth food during a meal 2) accept both the good and the bad parts of a situation 3) can deal with any kind of people 4) accept criticism and enjoy praise at the same time.
- b) When someone says “I want to make sure you’re across food for tomorrow. Jerry’s gone lactosefree.”, they mean that 1) you will be sitting across from Jerry 2) there is lactosefree milk and yogurt in the fridge 3) your guests including Jerry are free to choose whatever they want 4) you understand that some guests may have food allergies.
- c) If someone says they’re going to hit the sack, it means that 1) they are going to harvest crops 2) that they are going to hit one of the sacks with something heavy to make it take up less space 3) they are having an early night 4) they are going to bed.
- d) When you do not see hide nor hair of someone, you 1) play hide-and-seek with that person 2) do not see that person at all 3) say that the person tries to hide his bald patch by brushing his hair across it 4) cannot get rid of that person.
- e) When many people jump on the slow-living bandwagon, they 1) enjoy a new life style 2) catch a slow train and go on a trip 3) follow the slow-living trend because it is popular 4) enjoy the slow pace of life in the country.

[[2,4,2,2,3]]

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Задание № 10

Завершите фразы с биномиальными парами (a) – e), выбрав подходящие по смыслу варианты (1) – 9). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) take 2) quiet 3) far 4) odds 5) pieces 6) large 7) file 8) sleep 9) return

- a) Then there are all the other bits and ____ involved in a wedding: invitations, photos, and car hire.
- b) It was, by and ____, an unexceptional presentation.
- c) He was six feet tall, give or ____.
- d) Why don't you all go and play outside? Your mother needs a bit of peace and ____.
- e) She remains trusted and popular with the party rank and ____.

[[5, 6, 1, 2, 7]]

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Задание № 10

Завершите фразы с биномиальными парами (a) – e), выбрав подходящие по смыслу варианты (1) – 9). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) sweet 2) in 3) nilly 4) exhausted 5) whole 6) parcel 7) to the point 8) tired 9) off

- a) With so much pain, I only slept on and ____ last night.
- b) Regular workpit is part and ____ of a healthy life style.
- c) So, people chasing money churn out films willy-____.
- d) The interview was short and ____ today.
- e) She was sick and ____ of her neighbour pestering her to help her with her gardening.

[[9, 6, 3, 1, 8]]

+++++

Задание № 10

Завершите фразы с биномиальными парами (a) – e), выбрав подходящие по смыслу варианты (1) – 9). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) strides 2) dry 3) bones 4) skeleton 5) bits 6) bounds 7) ends 8) sound 9) clear

- a) Her game has come on in leaps and ____ lately.
- b) I won't be able to relax during this storm until I know that the kids are both safe and ____.
- c) The message from voters came across loud and ____.
- d) Look at that starving dog; he's nothing more than skin and ____.
- e) The garage was filled with a random assortment of odds and ____.

[[6, 8, 9, 3, 7]]

+++++

Задание № 11

Прочитайте текст и вставьте пропущенные слова. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: варианты могут повторяться.

1) but 2) from 3) despite 4) unless 5) and 6) since 7) or 8) although 9) as soon as

Now the attacks are increasingly coming from left-wing environmentalists such as Lomborg, a former member of Greenpeace. The accusation is that, a)___ the environment is improving, green groups – with revenues of hundreds of millions of pounds a year – are using scaremongering tactics to sustain donations. Lomborg's book doesn't deny global warming – probably the biggest environmental threat – b)___ demolishes almost every other environmental claim with many official statistics.

c)___ the dawn of agriculture the world has lost about 20 per cent of its forest cover, d)___ in recent decades depletion has come to a halt. According to UN figures, the area of forests has remained almost steady, at about 30 per cent of total land area, since the 1940s. e)___ all the warnings the Amazon rainforest has only shrunk by about 15 per cent.

[[8,1,6,1,3]]

+++++

Задание № 11

Прочитайте текст и вставьте пропущенные союзы и союзные слова. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: варианты не могут повторяться.

1) and 2) but 3) or 4) unless 5) even 6) even though 7) while 8) since

a)_____ laughing loudly and grabbing coffee to-go are both part of most American's everyday lives, to others it's downright strange — and b)_____ rude. These are all of the common practices and cultural norms in our society that the rest of the world doesn't share.

Starbucks may be on every block around the globe, c)___ that doesn't mean people in other countries drink it the same way we do. Most international coffee customs are more about the communal ritual of sharing a cup in a coffee shop with friends, d)___ Americans opt for the less eco-friendly alternative — an extra-large paper e)___ plastic to-go cup.

[[6,5,2,7,1]]

+++++

Задание № 11

Прочитайте текст и вставьте пропущенные союзы и союзные слова. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: варианты могут повторяться.

New books by Canadian researchers offer completely contradictory opinions on gender roles and parenting. One argues that parenting can force even the most reasonable and modern of couples to revert to traditional roles, a)____ another suggests that the rare, b)____ growing, number of couples who swap traditional roles are actually practising a parenting style that recognizes no gender boundaries. They are both raising the same interesting question – c)____ mothering and fathering are naturally linked to gender, rather than tasks, and d)____, e)____ one of the authors puts it, they can ever be “de-gendered.”

1) but 2) and 3) whether 4) although 5) since 6) as 7) when 8) while

[[8,1,3,3,6]]

+++++

Задание № 12

Восстановите логическую последовательность 5 абзацев в тексте. Укажите номера абзацев в выбранном Вами порядке в талоне ответов под соответствующей буквой (a) – e). Внимание: два абзаца лишние.

1)	'Good morning,' I say. 'During my studies I have specialised in theories of urban farming. After graduating, I want to do something practical with what I've learned.'
2)	I point at the model in front of them. 'This is the high street of my home town. This is the Town Hall, this is our shopping centre and this is an old, multi-level car park which no one has used for the last two years and that is now for sale.'
3)	I start the presentation so that they can see my designs on the big screen while I talk.
4)	The presentation changes to show charts of statistics and financial budgets.
5)	I've seen what happens when we follow Janey's plans to make our town green. Now it's my turn.
6)	'I've designed a vertical farm based on the existing carpark structure. There will be eight floors of fruit and vegetable production. On the roof there will be rain collectors to water the soil, and solar panels to help power the special growing lights.'
7)	I'm wearing my smartest business suit. My presentation is ready, and there's a scale model of my idea on the table. On the other side of the table, my three heads of department are ready to evaluate my final-year university project - the vertical farm.

[[7,5,1,2,3]]

+++++

Задание № 12

Восстановите логическую последовательность 5 абзацев в тексте. Укажите номера абзацев в выбранном Вами порядке в талоне ответов под соответствующей буквой (а) – е). Внимание: два абзаца лишние.

1)	Frank frowned as he considered the terrible retirement package he had been given. It was barely enough money to take a short holiday on the cold and rainy east coast of England where he lived.
2)	'Hey, Frank, do you mind if I ask your advice about something?'
3)	Frank looked down at the grey hairs on his arms, and his round stomach, which pushed against the desk. This was his final month before he retired from the police, and, for Frank, retirement couldn't come soon enough.
4)	'Have you heard of the Babbingtons?'
5)	Unsurprised, Frank nodded.
6)	Just as Frank was sighing heavily, Inspector Spencer came up to his desk, with his perfect white teeth and enthusiastic smile. Three years earlier, Spencer had been promoted. Now he had the position of inspector at the young age of forty. Frank, in comparison, had worked for the police for forty years and been passed over for promotion three times. It was true he had neither the looks nor charm of Spencer – sorry, <i>Inspector</i> Spencer – but the younger man didn't have Frank's 'nose for crime'. As a result, the younger man often asked for Frank's help.
7)	Sergeant Frank Spike sat behind his desk and stared out of the window. Outside, a steady stream of traffic passed by, each car moving slowly in the cold, grey rain.

[[7,3,1, 6, 2]]

+++++

Задание № 12

Восстановите логическую последовательность 5 абзацев в тексте. Укажите номера абзацев в выбранном Вами порядке в талоне ответов под соответствующей буквой (а) – е). Внимание: два абзаца лишние.

1)	'Get in,' she says. 'There's enough soil here to cover the high street from Baker's Lane to Humber Road, right past the new shopping centre.'
2)	'Crazy genius,' she says. 'I've mixed soil, manure and the fastest-growing variety of bamboo seeds you can order online. By the time the festival is over, there'll be a mini forest blocking the road to the supermarket. It really does grow that fast. What do you think?'

3)	When Janey gets an idea, she doesn't let it go easily.
4)	Every September, our town has a festival. There's a big parade through the city, with crowds of happy people eating junk food and waving little flags. Then everyone goes to the park on the edge of town, where the mayor gives a speech and everyone has fun.
5)	Well ... why not? I'll be at university next week anyway. 'Let's do it.'
6)	'You're crazy,' I tell her.
7)	I'm supposed to be packing my bags to go and study engineering at university, but as soon as everyone has gone to the park, Janey picks me up in another 'borrowed' truck. This one is loaded with soil and, judging by the smell, manure.

[[4, 7, 1, 3, 6]]

+++++

Задание № 13

Определите, в каком значении употреблены подчеркнутые слова и выражения.

Если слово/выражение употреблено в прямом значении, в талон ответов под соответствующей буквой (a) – e) внесите цифру 1, если в переносном – цифру 2.

- Two more black tuxedos left the party.
- We love it here. This place is a paradise.
- The wolf's eyes were onyx in the dark.
- The manager resigned in a hurricane of disagreement.
- The meandering road stretched for miles.

[[2,2,2,2,1]]

+++++

Задание № 13

Определите, в каком значении употреблены подчеркнутые слова и выражения.

Если слово/выражение употреблено в прямом значении, в талон ответов под соответствующей буквой (a) – e) внесите цифру 1, если в переносном – цифру 2.

- Someone once called him a vegetable garden.
- This new mascara will give your eyelashes a jolt.
- She is a regular daisy.
- Meandering thoughts at the train station.
- She trembles at the sound of the wolves howling in the woods.

[[2,2,2,2,1]]

+++++

Задание № 13

Определите, в каком значении употреблены подчеркнутые слова и выражения.

Если слово/выражение употреблено в прямом значении, в талон ответов под соответствующей буквой (a) – e) внесите цифру 1, если в переносном – цифру 2.

- a) I smile weakly but behind the cool countenance there is a rumbling tornado of fear and anger.
- b) Your hair. Your canvas.
- c) The wind howled in the chimney
- d) Sorcerers use physical contact as a jolt to the body.
- e) The Opal is considered a symbol of clarity, optimism and confidence.
- [[2,2,2,1,1]]

+++++

Задание № 14

Ответьте на вопросы по истории, географии и культуре Великобритании. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) What is not considered to be part of the traditional Scottish women's national dress?	1) a pleated skirt 2) a plaid 3) an arisaide 4) a kilt.
b) For the traditional Sunday lunch, you will not typically have	1) Yorkshire pudding 2) gravy 3) roast potatoes 4) fish and chips.
c) What you should avoid doing in the UK is d)	1) being polite 2) having small talk 3) jumping the queue 4) carrying an umbrella.
d) Getting weighed for Christmas dinner is	1) a national tradition 2) a joke 3) a weird Royal ritual 4) a habit practiced by health-minded individuals.
e) Glastonbury is known world-wide for	1) the annual boat race 2) its nature 3) the largest football pitch in Europe 4) an international music festival.

[[4,4,3,3,4]]

+++++

Задание № 14

Ответьте на вопросы по истории, географии и культуре Великобритании. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) What is considered to be part of the traditional Welsh women's national dress?	1) A sporran 2) A black felt hat with a high crown 3) A crown 4) A black vest.
b) The sport that is believed to originate in an old public school is called	1) lacrosse 2) cricket 3) rugby 4) association football.
c) What does the traditional full afternoon tea not include?	1) Victoria sponge 2) Pickles 3) Smoked salmon and dill sandwich 4) Crumpets
d) Swan upping is	1) An innovative technique of swan breeding 2) A traditional ceremony for stocking the Monarch's pantry 3) A traditional ceremony of counting unmarked mute swans living in open waters 4) A children's game where children pretend to be swans or other large birds.
e) In England, a small plot where a green-fingered Brit can grow their own vegetables and fruit is known as	1) the commons area 2) an allotment 3) a lawn 4) a rancho.

[[2,3,2,3,2]]

+++++

Задание № 14

Ответьте на вопросы по истории, географии и культуре Великобритании. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) The sport that is believed to be created by an English officer is called	1) Lacross 2) snooker 3) golf 4) squash.
b) What is not considered to be part of the traditional Irish national dress?	1) A long cloak 2)Trews 3) A leine 4) A sgian-dubh
c)What would you not find in an English garden?	1) A pink flamingo 2) Shrubs 3) A gnome 4) A hedge.
d) Which country in the UK has road signs written in more than one language?	1) Scotland 2) Wales 3) North Ireland 4) England.
e) What is a taboo topic for making small talk in the UK?	1) Latest news 2) Weather 3) Personal issues 4) Travel.

[[2,4,2,4,3]]

+++++

Задание № 15

Определите, с какими англоязычными странами/регионами соотносятся приведенные ниже реалии. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) If you want to try the original Vegemite, you should go to	1) South Africa
b) The frontier is commonly associated with	2) the Philippines
c) If you want to watch the Haka, you should go to	3) New Zealand
d) If you want to try lechon, ham, pancit, you should go to	4) Australia
e) If you want to try the original braai, you should go to	5) the USA
	6) Nigeria
	7) Canada
	8) India

[[4,5,3,2,1]]

+++++

Задание № 15

Определите, с какими странами/регионами соотносятся приведенные ниже реалии. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) The Turkey Pardon Tradition is observed in	1) the Philippines
b) If you want to taste traditional beavertails, you should go to	2) India
c) The hongi, a traditional greeting, can be seen in	3) New Zealand
d) Anzac Day is commonly celebrated in	4) Australia
e) Gumboot dancing can be observed in	5) the USA
	6) South Africa
	7) Canada
	8) Nigeria

[[5, 7, 3, 4,6]]

+++++

Задание № 15

Определите, с какими англоязычными странами/регионами соотносятся приведенные ниже реалии. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) If you go down under, you head for	1) Nigeria
b) Pioneers are commonly associated with	2) the Republic of Ireland
c) If you want to watch the Calgary Stampede, you should go to	3) New Zealand
d) Nollywood film industry is associated with	4) Australia
e) The snakes and ladders board game is believed to have originated in	5) the USA
	6) the Phillipines
	7) Canada
	8) India

[[4, 5, 7, 1, 8]]

+++++

Задание № 16

Прочитайте текст “School makes you younger” и выберите пять утверждений, не противоречащих содержанию текста. Укажите их номера в порядке следования в талоне ответов под соответствующей буквой (a) – e).

Every year spent in school or university improves your chances of living longer, while not attending school is as deadly as smoking or heavy drinking, according to a recent study directly linking education to a longer life.

Using evidence from industrialised countries such as the UK and US as well as developing countries such as China and Brazil, the review found that an adult’s risk of mortality went down by 2% for every year in full-time education. Completing primary, secondary and tertiary education is the equivalent of a lifetime of eating a healthy diet, lowering the risk of death by 34% compared with those with no formal education. At the opposite extreme, not attending school at any point was as bad for adult health as consuming five or more alcoholic drinks every day or smoking 10 cigarettes each day for a decade.

While the benefits of education on life expectancy have long been recognised, the review by academics at the Norwegian University of Science and Technology and the University of Washington in Seattle is the first to calculate the number of years of education and its connections to reducing mortality. Neil Davies, Professor of Medical Statistics at University College London and an expert on the links between education and health, who was not involved in the research, described it as “an impressive piece of work”.

Davies noted that ‘the increased rates of absence from school have major consequences beyond their effect on health. The relationship between time spent in education and earnings has been very well studied and is pretty robust. Quite honestly, the links between education and mortality are the least of our worries about the increased rates of school absence – the labour market consequences are likely to be worse.’

The researchers said there is “compelling evidence” to support investment in education as a way to reduce inequalities in global death rates. The analysis also found results are similar in rich and poor countries, and regardless of sex or social class.

David Finch, who has studied life expectancy, said a greater level of education improved it in different ways, including through “soft”, non-financial benefits such as building better social connections, accessing and understanding information that can help you make better choices and feel empowered and valued. A key fact is that education leads to higher lifetime earnings and that in turn helps you to access lots of other things that are really important.

Finch said that whether a longer lifespan would continue to be enjoyed by those who spend longer in education depends on whether benefits remain in place. Whether this translates into better standards of living over their lifetimes will depend on whether they can access affordable housing or earn as much as people did in the past at the same age. But the prospects aren't as rosy,

- 1) The study focused on both developed and developing countries in different regions.
- 2) This is the first study to acknowledge the relationship between education and life expectancy.
- 3) The consequences of a lack of formal education are comparable to leading an unhealthy life.
- 4) According to Davies, school absences are directly linked with unemployment levels.
- 5) Researchers found that investment in education will not impact inequalities in the short term.
- 6) The study concluded that the impact of education varies considerably depending on region and other individual factors.
- 7) Finch believes the greatest contribution of this study is measuring the impact of education.
- 8) According to Finch, education impacts people's lives in both tangible and intangible ways.
- 9) Finch is confident the impact of education on longevity will not change over time.

[[1,3,4,7,8]]

+++++

Задание № 16

Прочитайте текст “Am I in a toxic relationship?” и выберите пять утверждений, не противоречащих содержанию текста. Укажите их номера в порядке следования в талоне ответов под соответствующей буквой (a) – e).

A toxic relationship is one that undermines your well-being—emotionally, psychologically, and sometimes even physically. It is characterised by behaviours that leave you feeling unsupported, misunderstood, demeaned, or attacked. The

longer you stay in such a relationship, the more it can impact your mental and emotional health.

Recognizing toxicity allows you to take steps to protect yourself and seek healthier connections. Alongside persistent criticism and attempts to isolate you from loved ones, constantly being blamed and made to feel guilty about your or somebody else's actions are behaviours to watch out for. According to many, however, what makes toxicity apparent in a relationship are frequent situations of consistent disrespect, where you don't feel appreciated or are even insulted.

Toxic relationships can have far-reaching consequences on the victim's well-being on a mental and physical level. Lacking energy after interactions and experiencing depression, anger, or tiredness are only some of the negative effects that such relationships can have on an individual. Physically, the stress and anxiety stemming from toxic dynamics can lead to a range of health issues, including digestive issues, weakened immune function, and sleep disturbances.

The list of toxic behaviours is long, but the most damaging patterns in a relationship can be categorised depending on the type of effect these behaviours can have on others. One of these categories is 'behavioural control', which includes strategies employed by individuals to influence and dominate others to achieve personal gain. This can be obtained either through controlling and forceful measures, such as aggressive behaviours, or through subtly shaping the thoughts, feelings, and behaviours of others by lying or bending the truth. This is a form of manipulation – known as gaslighting – in which facts are changed or withheld to suit the toxic person's interest, causing you to question your own senses and thoughts.

Another category of toxic behaviours is 'emotional impact'. It refers to the effects of emotional experiences on thoughts, feelings, and behaviour. Those who deal with past traumas or insecurities are considered vulnerable as they may struggle to set limits, express needs, or protect themselves from harm, making them more prone to exploitation by others. Identifying and dealing with your weaknesses is a good starting point to build up your ability to bounce back emotionally.

In today's interconnected world, it's essential to recognise that toxic behaviour isn't limited to face-to-face interactions but can occur through digital mediums. In the virtual world, where cyberbullying, online harassment, and forceful control through technology are some of the toxic tactics that thrive on popular digital communication platforms, establishing personal space and addressing red flags as they occur might not be enough to protect yourself against all forms of toxicity. Being mindful of online content, verifying information before accepting it as truth, and curating online spaces to prioritise positivity and healthy interactions can help limit exposure to toxic content.

- 1) The writer describes a toxic relationship as a connection which is constantly dominated by negative experiences.
- 2) Consistent disrespect and a lack of appreciation are not just signs of toxicity but are among the most obvious and recognisable signs of psychological abuse.
- 3) The inability to have a good night's sleep is one of the main mental effects of a toxic relationship.
- 4) "Gaslighting" is described in the text as a manipulative technique where facts are altered or withheld, causing the victim to question their own senses and thoughts.
- 5) The starting point in building emotional strength is recognising and addressing personal vulnerabilities.
- 6) Those who deal with past traumas or insecurities are more prone to exploitation by others.
- 7) According to the text, when you bounce back emotionally, you think about your problems constantly.
- 8) Those who spread unverified information thrive on popular digital communication platforms.
- 9) Toxic behaviour through digital mediums can affect mental and emotional health just as profoundly as face-to-face interactions

[[1, 2, 4, 5, 9]]

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Задание № 16

Прочитайте текст "Second-Hand Fashion" и выберите пять утверждений, не противоречащих содержанию текста. Укажите их номера в порядке следования в талоне ответов под соответствующей буквой (a) – e).

Amy Wyke, a successful second-hand clothes retailer, talks about the evolution of this industry.

Amy had told me that she mostly wore purely second-hand outfits these days, so when I first saw her in her sharp, red blazer and pleated skirt, I assumed this was one of the rare days when she'd decided to dress in brand-new clothes. Surely, if they were second-hand, the red would be faded, and the jacket would have lost its shape. However, Amy assured me that they were not. She admits, though, that she would ordinarily wear something far more comfortable and scruffy.

Asked whether she'd always been a fan of dressing second-hand, Amy said, 'As teenagers, we'd make fun of the kids who wore used clothes. It was a sign that you couldn't afford new things, and no one wanted to admit to coming from a poor family. Whenever my mum came home with something for me, I'd refuse to wear it, even if it looked quite trendy. I was convinced that someone would somehow know where it had come from. It might have belonged to one of my friend's siblings for all I knew!'

'It's completely different now,' Amy continues. 'Teens these days will happily admit to wearing second-hand clothes. The fact that they are affordable is a benefit, but it's not their main motivation. After all, plenty of stores offer cheap, mass-produced clothes. Even with many high street shops closing, you can buy them online, and despite what is often said, these clothes can be well-designed and long-lasting. But there lies the problem. They produce mountains of polluting waste, and young people want to do their bit to prevent that.'

Now, Amy is one of many new entrepreneurs making the most of the trend in second-hand clothing. It's not all plain sailing, though. As Amy says, 'With so many competitors, you've got to find your edge. Some sellers specialise in designer labels, for example, or clothing from a particular era. Of course, you have the problem of sourcing the right clothes for your brand. Trends change as well, which could turn around and bite you. Selling a bit of everything, as I do, means I'm not putting all my eggs in one basket, but it means I have to find other ways to attract customers'.

'I've learned important lessons in my work, especially regarding money. I struggled working alone and earning a pittance for ages, thinking it was more cost-effective than taking on staff. I'm so glad I'm not doing that now, as I'm bringing in far more even while paying out for two people's wages. It's the same with the website. The one I designed was decent enough, but it has really paid off since I took the plunge and paid professionals to improve the design. It doesn't come easily to me, as I'm not naturally a spendthrift.'

- 1) Amy wore only second-hand clothes at the time of the interview.
- 2) The interviewer was absolutely sure that Amy's outfit was brand-new.
- 3) Amy's outfit was stylish and beautiful.
- 4) The author thought that all second-hand clothes were faded and stretched.
- 5) As a teenager, Amy had to wear second-hand clothes and was made fun of by her classmates.
- 6) All Amy's clothes formerly belonged to her siblings.
- 7) The affordability of second-hand clothes is not teenagers' main motivation for buying them.

8) Today's teenagers want to make their own contribution to environmental protection.

9) Amy is a lavish spender and spends money on different improvements without hesitation.

[[2,3,4,7,8]]

+++++

Задание № 17

Прочитайте текст “ School makes you younger ” и ответьте на вопросы по содержанию текста. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Every year spent in school or university improves your chances of living longer, while not attending school is as deadly as smoking or heavy drinking, according to a recent study directly linking education to a longer life.

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Davies noted that “the increased rates of absence from school have major consequences beyond their effect on health. The relationship between time spent in education and earnings has been very well studied and is pretty robust. Quite honestly, the links between education and mortality are the least of our worries about the increased rates of school absence – the labour market consequences are likely to be worse.”

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Finch said that whether a longer lifespan would continue to be enjoyed by those who spend longer in education depends on whether benefits remain in place. Whether this translates into better standards of living over their lifetimes will depend on whether they can access affordable housing or earn as much as people did in the past at the same age. But the prospects aren't as rosy,

a) What are the consequences of a lack of formal education?

1. A lack of formal education can be lethal.
2. The consequences are comparable to leading an unhealthy life.
3. It does not really matter whether you have any formal education or not.
4. A lack of education can affect the ability to access affordable housing.

b) What does the evidence from countries with different levels of development suggest?

1. Developed countries show better results than developing countries.
2. Healthy eating and absence of bad habits are more important than the level of education.
3. Results are similar in rich and poor countries regardless of sex or social class.
4. Completing primary and secondary education guarantees longer life expectancy.

c) The review by academics at the Norwegian University of Science and Technology and the University of Washington in Seattle was

1. the first study looking into the interdependence of education and life expectancy.
2. the first study to calculate the time spent in education and its connection to earnings.
3. an impressive piece of work.
4. studied the links between education and health.

d) By “soft” benefits Davis means

1. higher incomes.
2. access to luxurious items.
3. building professional network.
4. a sense of self-worth and confidence.

e) What consequences beyond health does going to school have?

1. It influences earnings and job prospects.
2. It increases the number of non-smokers.
3. It reduces inequality all over the world.
4. It makes the labour market shrink.

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Задание № 17

Прочитайте текст “Am I in a toxic relationship?” и ответьте на вопросы по содержанию текста. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

A toxic relationship is one that undermines your well-being—emotionally, psychologically, and sometimes even physically. It is characterised by behaviours that leave you feeling unsupported, misunderstood, demeaned, or attacked. The longer you stay in such a relationship, the more it can impact your mental and emotional health.

Recognizing toxicity allows you to take steps to protect yourself and seek healthier connections. Alongside persistent criticism and attempts to isolate you from loved ones, constantly being blamed and made to feel guilty about your or somebody else’s actions are behaviours to watch out for. According to many, however, what makes toxicity apparent in a relationship are frequent situations of consistent disrespect, where you don’t feel appreciated or are even insulted.

Toxic relationships can have far-reaching consequences on the victim’s well-being on a mental and physical level. Lacking energy after interactions and experiencing depression, anger, or tiredness are only some of the negative effects that such relationships can have on an individual. Physically, the stress and anxiety stemming from toxic dynamics can lead to a range of health issues, including digestive issues, weakened immune function, and sleep disturbances.

The list of toxic behaviours is long, but the most damaging patterns in a relationship can be categorised depending on the type of effect these behaviours can have on others. One of these categories is ‘behavioural control’, which includes strategies employed by individuals to influence and dominate others to achieve personal gain. This can be obtained either through controlling and forceful measures, such as aggressive behaviours, or through subtly shaping the thoughts, feelings, and behaviours of others by lying or bending the truth. This is a form of manipulation – known as gaslighting – in which facts are changed or withheld to suit the toxic person’s interest, causing you to question your own senses and thoughts.

Another category of toxic behaviours is ‘emotional impact’. It refers to the effects of emotional experiences on thoughts, feelings, and behaviour. Those who deal with past traumas or insecurities are considered vulnerable as they may struggle to set limits, express needs, or protect themselves from harm, making them more prone to exploitation by others. Identifying and dealing with your weaknesses is a good starting point to build up your ability to bounce back emotionally.

In today's interconnected world, it's essential to recognise that toxic behaviour isn't limited to face-to-face interactions but can occur through digital mediums. In the virtual world, where cyberbullying, online harassment, and forceful control through technology are some of the toxic tactics that thrive on popular digital communication platforms, establishing personal space and addressing red flags as they occur might not be enough to protect yourself against all forms of toxicity. Being mindful of online content, verifying information before accepting it as truth, and curating online spaces to prioritise positivity and healthy interactions can help limit exposure to toxic content.

a) What is one of the most obvious signs of psychological abuse according to the writer?

1. A constant feeling of loneliness and isolation.
2. An intense fear of being physically harmed.
3. Repeated occurrences that show lack of respect and appreciation.
4. Continuous unjust accusations of being at fault in any situation.

b) Which mental effects of a toxic relationship does the writer mention?

1. The inability to have a good night's sleep.
2. The gradual loss of confidence in oneself.
3. The lack of financial independence.
4. The need to avoid emotional connections.

c) What is the purpose of 'gaslighting'?

1. To influence an individual by making them doubt their own perceptions.
2. To control someone's behavior by using threats.
3. To dominate a relationship by reacting in an aggressive manner.
4. To manipulate people's thoughts and feelings by making them feel guilty.

d) What is the first thing you should do to develop emotional resilience?

1. Recognising and working on the areas that make you vulnerable.
2. Becoming more determined about getting what they need and want.
3. Identifying what behaviors cause unwanted or unhappy emotions.
4. Keeping yourself safe with the help of family and friends.

e) What does the writer imply about the issue of toxic interactions online?

1. Despite their efforts, digital platforms are unable to deal with it effectively.
2. Introducing boundaries as protection against it is as effective as in the real world.
3. Relevant mindful content is more accessible and widespread nowadays.
4. Their impact on the victim's well-being is equal to that in real-life relationships.

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Прочитайте текст “Second-Hand Fashion” и ответьте на вопросы по содержанию текста. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Amy Wyke, a successful second-hand clothes retailer, talks about the evolution of this industry.

Amy had told me that she mostly wore purely second-hand outfits these days, so when I first saw her in her sharp, red blazer and pleated skirt, I assumed this was one of the rare days when she’d decided to dress in brand-new clothes. Surely, if they were second-hand, the red would be faded, and the jacket would have lost its shape. However, Amy assured me that they were not. She admits, though, that she would ordinarily wear something far more comfortable and scruffy.

Asked whether she’d always been a fan of dressing second-hand, Amy said, ‘As teenagers, we’d make fun of the kids who wore used clothes. It was a sign that you couldn’t afford new things, and no one wanted to admit to coming from a poor family. Whenever my mum came home with something for me, I’d refuse to wear it, even if it looked quite trendy. I was convinced that someone would somehow know where it had come from. It might have belonged to one of my friend’s siblings for all I knew!

‘It’s completely different now,’ Amy continues. ‘Teens these days will happily admit to wearing second-hand clothes. The fact that they are affordable is a benefit, but it’s not their main motivation. After all, plenty of stores offer cheap, mass-produced clothes. Even with many high street shops closing, you can buy them online, and despite what is often said, these clothes can be well-designed and long-lasting. But there lies the problem. They produce mountains of polluting waste, and young people want to do their bit to prevent that.’

Now, Amy is one of many new entrepreneurs making the most of the trend in second-hand clothing. It’s not all plain sailing, though. As Amy says, ‘With so many competitors, you’ve got to find your edge. Some sellers specialise in designer labels, for example, or clothing from a particular era. Of course, you have the problem of sourcing the right clothes for your brand. Trends change as well, which could turn around and bite you. Selling a bit of everything, as I do, means I’m not putting all my eggs in one basket, but it means I have to find other ways to attract customers’.

‘I’ve learned important lessons in my work, especially regarding money. I struggled working alone and earning a pittance for ages, thinking it was more cost-effective than taking on staff. I’m so glad I’m not doing that now, as I’m bringing in far more even while paying out for two people’s wages. It’s the same with the website. The

one I designed was decent enough, but it has really paid off since I took the plunge and paid professionals to improve the design. It doesn't come easily to me, as I'm not naturally a spendthrift.'

a) The clothes that Amy was wearing to the interview...

1. were brand new.
2. were smart but visibly second-hand.
3. were in better condition than the interviewer expected.
4. were second-hand, casual clothes in good condition.

b) As a child, Amy...

1. never wore the second-hand clothes she was given.
2. wore second-hand clothes but didn't tell anyone.
3. was made fun of for wearing second-hand clothes.
4. made wearing second-hand clothes trendy among her peers.

c) According to Amy, what is the main reason why young people buy second-hand clothes?

1. Second-hand clothes are better quality than most cheap, new clothes.
2. Young people want to reduce the environmental issues of new clothes.
3. Many of the high street shops that sell new clothes have closed.
4. Buying second-hand clothes is cheaper than buying brand-new clothes.

d) The way Amy runs her business means that she...

1. attracts more customers than her competitors.
2. spends a lot of time looking for the right clothes to sell.
3. avoids problems that some of her competitors experience.
4. has recently lost trade due to growing competition.

e) Which sentence best reflects Amy's experience?

1. An investment in knowledge pays the best interest.
2. What is comfortable is rarely profitable.
3. You've got to spend money to make money.
4. A fool and his money are soon parted.

[[3,1,2,3, 3]]

+++++

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Прочитайте текст “School makes you younger” и выберите синонимы приведенных слов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

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Using evidence from industrialised countries such as the UK and US as well as developing countries such as China and Brazil, the review found that an adult’s risk of mortality went down by 2% for every year in full-time education. Completing primary, secondary and tertiary education is the equivalent of a lifetime of eating a healthy diet, lowering the risk of death by 34% compared with those with no formal education. At the opposite extreme, not attending school at any point was as bad for adult health as consuming five or more alcoholic drinks every day or smoking 10 cigarettes each day for a decade.

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a) mortality 1) morbidity 2) death 3) fatality 4) destruction

b) major 1) radical 2) sizable 3) significant 4) good

c) lifetime 1) lasting 2) durable 3) long-term 4) total

d) empowered 1) confident 2) enfranchised 3) unaccountable 4) prepared

e) prospect 1) proposal 2) future 3) vision 4) scene

[[2,3,4,1,2]]

+++++

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- a) undermine 1) frustrate 2) destroy 3) sabotage 4) enfeeble
- b) demeaned 1) discrediting 2) reluctant 3) humiliated 4) dishonourable
- c) categorised 1) listed 2) grouped 3) put down 4) codified
- d) vulnerable 1) open 2) subject 3) liable 4) unprotected
- e) mindful 1) cautious 2) remindful 3) aware 4) respectful

[[2,3,2,4,1]]

+++++

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a) faded 1) dim 2) somber 3) washed out 4) indistinct

b) trendy 1) in vogue 2) flash 3) cheap 4) recent

c) source 1) create 2) obtain 3) invent 4) come by

d) take on 1) undertake 2) embark on 3) compete against 4) hire

e) spendthrift 1) scrooge 2) big spender 3) skinflint 4) irresponsible

[[3,1,2,4,2]]

+++++

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- a) deadly 1) nonpoisonous 2) curable 3) harmless 4) fatal
- b) robust 1) sickly 2) unreliable 3) temporary 4) unfit
- c) valued 1) cheap 2) broken 3) priceless 4) unimportant
- d) affordable 1) costly 2) valuable 3) uncompetitive 4) inappropriate
- e) rosy 1) auspicious 2) reassuring 3) gloomy 4) pale

[[3,2,4,1,3]]

+++++

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a) isolate 1) attach 2) mingle 3) exclude 4) integrate

b) far-reaching 1) incomprehensible 2) insignificant 3) tiny 4) irrelevant

c) subtly 1) straightforwardly 2) quickly 3) crudely 4) artfully

d) thrive 1) backfire 2) decline 3) progress 4) struggle

e) prioritise 1) bypass 2) mix 3) neglect 4) highlight

[[4,2,1,2,3]]

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a) ordinarily 1) commonly 2) rarely 3) extraordinary 4) unfrequently

b) scruffy 1) smart 2) ragged 3) clean 4) smooth

c) convinced 1) pessimistic 2) uncertain 3) apprehensive 4) far-fetched

d) long-lasting 1) weak 2) hard 3) nondurable 4) ephemeral

e) struggle 1) agree 2) ease up 3) pacify 4) stumble

[[2,1,2,3,2]]

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Задание № 20

Прочитайте текст “School makes you younger” и выберите верное объяснение приведенных слов и словосочетаний. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

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Davies noted that ‘the increased rates of absence from school have major consequences beyond their effect on health. The relationship between time spent in education and earnings has been very well studied and is pretty robust. Quite honestly, the links between education and mortality are the least of our worries about the increased rates of school absence – the labour market consequences are likely to be worse.’

The researchers said there is “compelling evidence” to support investment in education as a way to reduce inequalities in global death rates. The analysis also found results are similar in rich and poor countries, and regardless of sex or social class.

David Finch, who has studied life expectancy, said a greater level of education improved it in different ways, including through “soft”, non-financial benefits such as building better social connections, accessing and understanding information that can help you make better choices and feel empowered and valued. A key fact is that education leads to higher lifetime earnings and that in turn helps you to access lots of other things that are really important.

Finch said that whether a longer lifespan would continue to be enjoyed by those who spend longer in education depends on whether benefits remain in place. Whether this translates into better standards of living over their lifetimes will depend on whether they can access affordable housing or earn as much as people did in the past at the same age. But the prospects aren't as rosy.

- a) tertiary education 1) high school 2) university education 3) postgraduate course 4) vocational training
- b) at the opposite extreme 1) on other hand 2) irreversibly 3) on the contrary 4) far apart
- c) compelling evidence 1) appealing facts 2) irresistible truth 3) exciting facts 4) convincing proof
- d) social connections 1) close partnership 2) temporal relations 3) interpersonal ties 4) social engagement
- e) translate into 1) lead to 2) decipher 3) execute 4) interpret

[[2,3,4,3,1]]

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Задание № 20

Прочитайте текст “Am I in a toxic relationship?” и выберите верное объяснение приведенных слов и словосочетаний. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

A toxic relationship is one that undermines your well-being—emotionally, psychologically, and sometimes even physically. It is characterised by behaviours that leave you feeling unsupported, misunderstood, demeaned, or attacked. The longer you stay in such a relationship, the more it can impact your mental and emotional health.

Recognizing toxicity allows you to take steps to protect yourself and seek healthier connections. Alongside persistent criticism and attempts to isolate you from loved ones, constantly being blamed and made to feel guilty about your or somebody else's actions are behaviours to watch out for. According to many, however, what makes toxicity apparent in a relationship are frequent situations of consistent disrespect, where you don't feel appreciated or are even insulted.

Toxic relationships can have far-reaching consequences on the victim's well-being on a mental and physical level. Lacking energy after interactions and experiencing depression, anger, or tiredness are only some of the negative effects that such relationships can have on an individual. Physically, the stress and anxiety stemming

from toxic dynamics can lead to a range of health issues, including digestive issues, weakened immune function, and sleep disturbances.

The list of toxic behaviours is long, but the most damaging patterns in a relationship can be categorised depending on the type of effect these behaviours can have on others. One of these categories is ‘behavioural control’, which includes strategies employed by individuals to influence and dominate others to achieve personal gain. This can be obtained either through controlling and forceful measures, such as aggressive behaviours, or through subtly shaping the thoughts, feelings, and behaviours of others by lying or bending the truth. This is a form of manipulation – known as gaslighting – in which facts are changed or withheld to suit the toxic person’s interest, causing you to question your own senses and thoughts.

Another category of toxic behaviours is ‘emotional impact’. It refers to the effects of emotional experiences on thoughts, feelings, and behaviour. Those who deal with past traumas or insecurities are considered vulnerable as they may struggle to set limits, express needs, or protect themselves from harm, making them more prone to exploitation by others. Identifying and dealing with your weaknesses is a good starting point to build up your ability to bounce back emotionally.

In today’s interconnected world, it’s essential to recognise that toxic behaviour isn’t limited to face-to-face interactions but can occur through digital mediums. In the virtual world, where cyberbullying, online harassment, and forceful control through technology are some of the toxic tactics that thrive on popular digital communication platforms, establishing personal space and addressing red flags as they occur might not be enough to protect yourself against all forms of toxicity. Being mindful of online content, verifying information before accepting it as truth, and curating online spaces to prioritise positivity and healthy interactions can help limit exposure to toxic content.

a) stem from 1) go beyond 2) come from 3) hold back 4) slow progress of

b) bend the truth 1) say incomprehensible things 2) mislead 3) neglect facts 4) speak one’s mind

c) bounce back 1) recover 2) jump back 3) be in a winning position 4) hold all the trumps

d) address red flags 1) indicate an urgent email 2) signal a ship 3) not shy away from the truth 4) respect boundaries

e) curate online space 1) organize online information 2) build perceptions 3) hand-pick external content 4) add information to a website

[[2,2,1,3,1]]

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Задание № 20

Прочитайте текст “Second-Hand Fashion” и выберите верное объяснение приведенных слов и словосочетаний. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Amy Wyke, a successful second-hand clothes retailer, talks about the evolution of this industry.

Amy had told me that she mostly wore purely second-hand outfits these days, so when I first saw her in her sharp, red blazer and pleated skirt, I assumed this was one of the rare days when she’d decided to dress in brand-new clothes. Surely, if they were second-hand, the red would be faded, and the jacket would have lost its shape. However, Amy assured me that they were not. She admits, though, that she would ordinarily wear something far more comfortable and scruffy.

Asked whether she’d always been a fan of dressing second-hand, Amy said, ‘As teenagers, we’d make fun of the kids who wore used clothes. It was a sign that you couldn’t afford new things, and no one wanted to admit to coming from a poor family. Whenever my mum came home with something for me, I’d refuse to wear it, even if it looked quite trendy. I was convinced that someone would somehow know where it had come from. It might have belonged to one of my friend’s siblings for all I knew!

‘It’s completely different now,’ Amy continues. ‘Teens these days will happily admit to wearing second-hand clothes. The fact that they are affordable is a benefit, but it’s not their main motivation. After all, plenty of stores offer cheap, mass-produced clothes. Even with many high street shops closing, you can buy them online, and despite what is often said, these clothes can be well-designed and long-lasting. But there lies the problem. They produce mountains of polluting waste, and young people want to do their bit to prevent that.’

Now, Amy is one of many new entrepreneurs making the most of the trend in second-hand clothing. It’s not all plain sailing, though. As Amy says, ‘With so many competitors, you’ve got to find your edge. Some sellers specialise in designer labels, for example, or clothing from a particular era. Of course, you have the problem of sourcing the right clothes for your brand. Trends change as well, which could turn around and bite you. Selling a bit of everything, as I do, means I’m not putting all my eggs in one basket, but it means I have to find other ways to attract customers’.

‘I’ve learned important lessons in my work, especially regarding money. I struggled working alone and earning a pittance for ages, thinking it was more cost-effective than taking on staff. I’m so glad I’m not doing that now, as I’m bringing in far more even while paying out for two people’s wages. It’s the same with the website. The one I designed was decent enough, but it has really paid off since I took the plunge

and paid professionals to improve the design. It doesn't come easily to me, as I'm not naturally a spendthrift.'

a) do one's bit 1) contribute 2) do some work 3) work a little 4) toil

b) plain sailing 1) easy swim 2) steady movement 3) a piece of cake 4) clear-cut task

c) put all eggs in one basket 1) collect everything 2) put everything in one place 3) have no alternatives left 4) invest wisely

d) earn a pittance 1) earn a lot 2) get a very small amount of money 3) make money hand over fist 4) earn a fortune

e) take the plunge 1) go for it 2) thrust forcibly into 3) be uncertain about 4) plunge into

[[1,3,3,2,1]]

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Творческое задание

Назовите три главные ценности, которые по Вашему мнению формируются в семье и передаются из поколения в поколение. Обоснуйте свой выбор на английском языке. Объем текста – 200-220 слов.

In your opinion, what are the three key values that are formed in a family and handed down from generation to generation? Justify your choice in English. Write between 200 and 220 words.

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Творческое задание

Назовите три главные ценности, которые по Вашему мнению формируются в школе и передаются от учителя ученику. Обоснуйте свой выбор на английском языке. Объем текста – 200-220 слов.

In your opinion, what are the three key values that are formed in school and handed down from the teacher to his/her pupils? Justify your choice in English. Write between 200 and 220 words.

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Творческое задание

Назовите три главные ценности, которые по Вашему мнению формируются в коллективе и передаются от одного члена коллектива другому. Обоснуйте свой выбор на английском языке. Объем текста – 200-220 слов.

In your opinion, what are the three key values that are formed in a team and shared by the team members? Justify your choice in English. Write between 200 and 220 words.

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