

**Яндекс: Тренировочная работа ЕГЭ по английскому языку.
Вариант 1.**

При выполнении заданий с кратким ответом впишите в поле для ответа цифру, которая соответствует номеру правильного ответа, или число, слово, последовательность букв (слов) или цифр. Ответ следует записывать без пробелов и каких-либо дополнительных символов. Так как на экзамене распознавание апострофа в бланках ответов будет затруднено, записывайте ответ в полной форме, например: donotknow, вместо don'tknow.

Если вариант задан учителем, вы можете вписать или загрузить в систему ответы к заданиям с развернутым ответом. Учитель увидит результаты выполнения заданий с кратким ответом и сможет оценить загруженные ответы к заданиям с развернутым ответом. Выставленные учителем баллы отобразятся в вашей статистике.

Getting What He Deserved?

There were seven or eight of us in the line, waiting to pay the cashier for our lunches. We were all in a hurry because that's the way of the American business-day lunch. At the front of the line there was a pretty woman with a small boy of about eight. He was a cute little fellow wearing black jeans, white sneakers and a blue pullover sweater. A shock of dark hair fell over his eyes. He looked very much like his mother. The boy had a charming face with chiseled features but he was depressed.

As the woman fumbled in her purse, looking for money to pay her check, the kid noticed a display of candy bars beside the cash register and immediately wanted one.

"You can't have any candy," said his mother. "You had a pie with your lunch." She took out her handkerchief, then put it back and went on fumbling in her purse.

"But I want some candy," said the kid. His tone was surprisingly insistent. Almost aggressive.

The mother continued her search for money in her purse, and the kid continued to whine about the candy. Then he began to stamp his feet and shout.

The rest of us in line were beginning to get fidgety. We bunched a little closer together and several folks began mumbling under their breath. "Ought to snatch him bald," said one man quietly.

The kid by now was reaching for the candy display in open opposition to his mother. She grabbed his arm and pulled it away, but not before he clutched a Snickers bar in his hand.

"Put it back," she said.

"No!" shouted the child. It was an arrogant "No!"

The line bunched even more closely together, and the man who had suggested snatching the kid bald appeared ready to do so himself. So much for the kid's shock of dark hair, I thought.

But the mother moved suddenly and with purpose. She paid the cashier, took back her change and dropped it into her purse. Then with one quick motion, she grabbed hold of the child's pullover sweater and lifted him off the floor. The moment his sneakers came back to earth, she turned his back toward her and began flailing him. A look of disbelief came across the kid's face. His eyes filled with tears. He tried to break away but that made his mother flail him again.

When she had finished administering the punishment, she turned the child around and pointed a finger squarely in his sobbing face. With a voice strong and certain, she said, "The next time I tell you do something, young man, will you do it?"

The child looked at the floor. Meekly and sincerely, he replied, "Yes, ma'am."

The mother turned to go. The child returned the Snickers bar without further hesitation and marched dutifully out behind her.

The people in a line broke into spontaneous applause.

"Did the kid deserve the punishment he had? What would I do if I were his mother? She may have been absolutely right for all I know. I have no children. I have no right to argue with the mother" I thought. "There is nothing I can do but wait. Perhaps the best way to get an idea of normal behavior of children is to get married and raise a few."

1. The people in the cafe were all in a hurry because...

1. ...they had to buy their lunch far away from the office.

2. ...they wanted to be the first in line to pay for the food.
3. ...it was the way they normally behaved at lunch time.
4. ...they had to buy their lunch before the cashier left for her lunch.

2. The woman was fumbling in her purse because she wanted to...

1. ...pay for her food.
2. ...buy a candy bar.
3. ...find her phone.
4. ...pay with a check.

3. The mother would not let the child buy a candy bar because she...

1. ...didn't have enough money to pay for it.
2. ...was unreasonably strict with the little kid.
3. ...thought that he had enough candy already.
4. ...didn't trust the quality of the candy from the display.

4. The boy was persistent in getting what he wanted and the people in the line...

1. ...supported him.
2. ...started to show irritation.
3. ...started to shout at the kid.
4. ...remained indifferent to the incident.

5. Judging by the child's reaction to the punishment we can say that...

1. ...it did not teach him anything.
2. ...he wasn't used to being punished.
3. ...he was indifferent to being punished.
4. ...he wasn't ready to change his behavior.

6. The people in a line broke into spontaneous applause because the child...

1. ...was forced to obey.
2. ...managed to get his way.
3. ...had already eaten the candy bar.
4. ...manipulated his mother skillfully.

7. Reflecting on the incident the narrator thought that...

1. ...the mother had overreacted.
2. ...the mother was right in her reaction.
3. ...he/she wanted his/her own children badly.
4. ...one should be a parent to have a right to judge.

Прочитайте текст с пропусками, обозначенными номерами 30–36. Эти номера соответствуют заданиям 30–36, в которых представлены возможные варианты ответов. Укажите номер выбранного вами варианта ответа.

The Fruiteake Special

I was a chemist at the Amos Cosmetics factory in New Jersey, USA, trying to design a new perfume when it happened. I never thought I would discover something quite so amazing by 30 _____. Not me. I was only 23 and it was my second year at the factory. I liked my job very much but I was not a lucky person. I had come straight from the university then, but now I was a chemist in one of the biggest factories in New Jersey. It was an important position to have and meant lots of work.

I was 31 _____ out all the usual mixes of flowers and things- just as I always did — when I decided to throw in a 32 _____ of the fruitcake Mummy had packed for my lunch. I don't know why I did it — just did it. I put it into the mix with all the other things.

I thought it 33 _____ nice, but there was nothing special about it, so I put the bottle into my handbag. I couldn't give something like that to my boss. After all, I was a chemist and my job was to make perfumes in the proper 34 _____.

If I told him how I made this one he would tell me not to be a silly girl. Later, he would probably 35 _____ a joke about it to his friends at the golf club.

"Anna!"

It was my boss, David Amos. He happened to be walking past where I worked. I couldn't 36 _____ being nervous. He was fairly sure of his good looks and never spoke to ordinary-looking girls like me. I was thrilled.

8. Вставьте пропущенное слово.

1. Incident.
2. Accident.
3. Event.
4. Occasion.

9. Вставьте пропущенное слово.

1. Producing.
2. Making.
3. Trying.
4. Doing.

10. Вставьте пропущенное слово.

1. Piece.
2. Lump.
3. Bunch.
4. Pinch.

11. Вставьте пропущенное слово.

1. Heard.
2. Touched.
3. Tasted.
4. Smelled.

12. Вставьте пропущенное слово.

1. Way.
2. Road.
3. Path.
4. Method.

13. Вставьте пропущенное слово.

1. Do.
2. Produce.
3. Make.
4. Have.

14. Вставьте пропущенное слово.

1. Hold.
2. Feel.
3. Keep.
4. Help.

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

1. The House of Commons.
2. Parliamentary Procedure.
3. The House of Lords.
4. Westminster.
5. The System of Government.
6. Parliamentary Committees.
7. Whitehall.
8. The Crown.

A. Her Majesty's Government, in spite of its name, derives its authority and power from its party representation in Parliament. Parliament is housed in the Palace of Westminster, once a home of the monarchy. Like the monarchy, Parliament is an ancient institution, dating from the middle of the thirteenth century. Parliament is the seat of British democracy, but it is perhaps valuable to remember that while the House of Lords was created in order to provide a council of the nobility for the king, the Commons were summoned originally in order to provide the king with money.

B. The reigning monarch is not only head of state but symbol of the unity of the nation. The monarchy is Britain's oldest secular institution, its continuity for over a thousand years broken only once by a republic that lasted a mere eleven years (1649-60). The monarchy is hereditary, the succession passing automatically to the oldest male child, or in the absence of males to the oldest female offspring of the monarch. In law the monarch is head of the executive and of the judiciary, head of the Church of England, and commander-in-chief of the armed forces.

C. The dynamic power of Parliament lies in its lower chamber. Of its 650 members, 523 represent constituencies in England, 38 in Wales, 72 in Scotland and 17 in Northern Ireland. There are only seats in the Commons debating chamber for 370 members, but except on matters of great interest, it is unusual for all members to be present at any one time. Many MPs find themselves in other rooms of the Commons, participating in a variety of committees and meetings necessary for an effective parliamentary process.

D. Britain is a democracy, yet its people are not, as one might expect in a democracy, constitutionally in control of the state. The constitutional situation is an apparently contradictory one. As a result of a historical process the people of Britain are subjects of the Crown, accepting the Queen as the head of the state. Yet even the Queen is not sovereign in any substantial sense since she receives her authority from Parliament, and is subject to its direction in almost all matters. This curious situation came about as a result of a long struggle for power between the Crown and Parliament during the sixteenth and the seventeenth centuries.

E. Her Majesty's Government governs in the name of the Queen, and its hub, Downing Street, lies in Whitehall, a short walk from Parliament. Following a general election, the Queen invites the leader of the majority party represented in the Commons, to form a government on her behalf. Government ministers are invariably members of the House of Commons, but infrequently members of the House of Lords are appointed. All government members continue to represent "constituencies" which elected them.

F. Each parliamentary session begins with the "State Opening of Parliament", a ceremonial occasion in which the Queen proceeds from Buckingham Palace to the Palace of Westminster where she delivers the Queen's Speech from her throne in the House of Lords. Her speech is drafted by her government, and describes what the government intends to implement during the forthcoming session. Leading members of the Commons may hear the speech from the far end of the chamber, but are not allowed to enter the House of Lords.

G. The upper chamber of Parliament is not democratic in any sense at all. It consists of four categories of peer. The majority are hereditary peers, a total of almost 800, but of whom only about half take an active interest in the affairs of the state. A smaller number, between 350 and 400, are "life" peers — an idea introduced in 1958 to elevate to the peerage certain people who rendered political or public service to the nation. The purpose was not only to honour but also to enhance the quality of business done in the Lords.

Текст	A	B	C	D	E	F	G
Заголовок							

16. 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.

'Second Stonehenge' discovered near original

Archaeologists have discovered evidence of what they believe was a second Stonehenge located a little more than a mile away from the world-famous prehistoric monument.

The new find on the west bank of the river Avon has been called "Bluestonehenge", after the colour of the 25 Welsh stones of A _____.

Excavations at the site have suggested there was once a stone circle 10 metres in diameter and surrounded by a henge — a ditch with an external bank, according to the project director, Professor Mike Parker Pearson, of the University of Sheffield.

The stones at the site were removed thousands of years ago but the sizes of the holes in B _____ indicate that this was a circle of bluestones, brought from the Preseli mountains of Wales, 150 miles away.

The standing stones marked the end of the avenue C _____, a 1¼-mile long processional route constructed at the end of the Stone Age. The outer henge around the stones was built about 2400BC but arrowheads found in the stone circle indicate the stones were put up as much as 500 years earlier.

Parker Pearson said his team was waiting for results of radiocarbon dating D _____ whether stones currently in the inner circle of Stonehenge were originally located at the other riverside construction.

Pearson said: "The big, big question is when these stones were erected and when they were removed — and when we get the dating evidence we can answer both those questions."

He added: "We speculated in the past E _____ at the end of the avenue near the river. But we were completely unprepared to discover that there was an entire stone circle. Another team member, Professor Julian Thomas, said the discovery indicated F _____ was central to the religious lives of the people who built Stonehenge. "Old theories about Stonehenge that do not explain the evident significance of the river will have to be rethought," he said. Dr. Josh Pollard, project co-director from the University of Bristol, described the discovery as "incredible".

1. which could reveal
2. which they stood
3. which it was once made up
4. that this stretch of the river Avon
5. that there might have been something
6. that it should be considered as integral part
7. that leads from the river Avon to Stonehenge

Пропуск	A	B	C	D	E	F
Часть предложения						

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

Where did basketball come from?

Basketball is now a major sport in the USA. Basketball _____ by Dr. James Naismith at Springfield, Massachusetts, in 1891. Basketball is a game played between two teams of five players, in which each team tries to win points by throwing a ball through a net.

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

Basketball is a very spectator-oriented sport. It is the _____ most popular game in the USA. People enjoy both watching and playing it.

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

There _____ many basketball centers in cities and towns of every state. They do not often produce sportsmen or sportswomen who are successful in world basketball championships but they help young people to keep fit and look athletic.

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

Basketball _____ by men and women at all levels, from the professional level to high schools and clubs.

21. Преобразуйте, если это необходимо, слово **OLD** так, чтобы оно грамматически соответствовало содержанию текста.

One of the _____ and the most famous basketball teams is the Harlem Globetrotters, formed in 1926. It has a lot of fans in the USA, Canada, Great Britain, Australia, and New Zealand.

22. Преобразуйте, если это необходимо, слово **ATTRACT** так, чтобы оно грамматически соответствовало содержанию текста.

This team _____ crowds of fans especially for final or championship matches. One can see photos of its members in newspapers and magazines all over the USA.

23. Преобразуйте, если это необходимо, слово **BECOME** так, чтобы оно грамматически соответствовало содержанию текста.

The name of the team _____ a symbol of a fast and furious play.

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

The Opening Night

The Phantom of the Opera, Cats, Мamma Mia... They are all stage musicals. The opening night of a new musical is always a _____ event.

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

After years of _____ and weeks of rehearsals the production has to be ready for the public and the critics.

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

First nights usually start earlier than the regular _____ so that the critics can write their reviews in time to include them in the next morning's newspapers.

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

The critics are the most _____ people on the first night because their opinions will either help make the show a hit or force it to close.

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

The rest of the audience on the first night is usually made up of friends of the cast and famous celebrities. The celebrities attract newspaper _____ and help give the musical maximum publicity.

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

There will also be some admirers there who will _____ be more nervous than the performers.

And then after the curtain has come down and the show is over, there's the opening night party.