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**ПРОГРАММА ВСТУПИТЕЛЬНОГО ЭКЗАМЕНА  
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

Смоленск  
2020

## ГРАММАТИЧЕСКИЙ МАТЕРИАЛ

### **Имя существительное**

Средства выражения определенности – неопределенности (артикль, местоимение); единичности – множественности предметов, явлений.

### **Имя прилагательное**

Качество предметов, действий и состояний; интенсивность качества (степени сравнения прилагательных, наречий).

### **Числительное**

Порядок и количество предметов (количественные и порядковые числительные).

### **Местоимение**

Личные местоимения (в именительном и объектном падежах). Притяжательные местоимения. Абсолютная форма притяжательных местоимений. Указательные местоимения. Возвратные местоимения. Вопросительные местоимения. Неопределенные местоимения (some, any, no, every, much, many, few, little, a few, a little). Производные местоимения от some, any, no, every. Местоимение one. Местоимение it. Местоимение none.

### **Глагол**

Употребление в настоящем неопределенном времени (The Present Indefinite Tense): а) для выражения обычных, повторяющихся, постоянных действий, происходящих регулярно в рамках настоящего времени, но не соотнесенного с моментом речи (I usually go to work by bus); б) для выражения действия, соотнесенного с моментом речи, но с глаголами, которые в продолженных временах обычно не употребляются (такие глаголы, как to know, to want, to understand) / I don't understand you / He doesn't want to go there); в) для выражения действий, которые произойдут в ближайшем будущем, если они запланированы, произойдут согласно программе, расписанию, и т. д. (When does the train leave?); г) для выражения будущих действий в придаточных времени и условия (We won't go skiing if the weather is cold. He will call you when he comes.).

Употребление в прошедшем неопределенном времени (The Past Indefinite Tense / Past Simple): а) для обозначения действий, которые происходили в прошлом и не имеют связи с настоящим (Last summer Kate visited Spain); б) для обозначения действий, которые происходили в течение некоторого времени в прошлом (It rained all day yesterday); в) для обозначения последовательных действий в прошлом (He came into the room, took off his coat and put it on the chair). Употребление конструкций used to + infinitive и would + infinitive для обозначения повторяющихся действий в прошлом (We used to swim a lot when we lived in Los Angeles).

Употребление в будущем неопределенном времени (The Future Indefinite Tense / Future Simple) для выражения действий, которые произойдут в будущем (однократные действия и регулярно повторяющиеся действия в будущем. (They will have English classes on Tuesday). Использование оборота to be going to для выражения запланированного будущего времени (They are going to visit their parents next Saturday).

Употребление в настоящем продолженном времени (The Present Continuous Tense / Present Progressive): для обозначения длительного

незавершенного действия, происходящего в момент речи (Look! Tom and Jim are fighting!) или более обширный временной срез, нежели непосредственно момент речи (Are you driving tonight?); б) для обозначения будущего запланированного действия, которое произойдет в ближайшем будущем (особенно с глаголами движения и глаголом to have (When are they leaving? We are having a party next Sunday night).

Употребление в прошедшем продолженном времени (The Past Continuous Tense / Past Progressive) для обозначения незаконченного продолженного времени в прошлом, которое происходило в определенный момент в прошлом (He was reading a newspaper at 5 o'clock yesterday), в придаточных, вводимых союзом while (While my mother was cooking lunch I was sweeping the floor in the sitting room), а также в главном предложении с придаточными, вводимыми союзом when для выражения действия, происшедшего в прошлом одновременно с действием, описываемым в главном предложении (I was watching TV when you phoned me).

Употребление в будущем продолженном времени (The Future Continuous Tense / Future Progressive) для выражения длительного действия, которое будет происходить в определенный момент в будущем (My aunt will be crossing the Atlantic ocean at this time tomorrow).

Употребление в настоящем совершенном времени (The Present Perfect Tense / Present Perfect) для обозначения уже законченного действия, имевшего место в прошлом, но имеющего связь с настоящим или через результат действия (Oh dear! I have broken Alice's favourite cup!) или через временной срез (т.к. настоящее совершенное время используется для выражения действия или состояния, которое началось в прошлом и продолжается в момент речи, в частности для глаголов to be, to have, to know (I have known the Browns for twenty years. He has had that painting since November).

Употребление в настоящем совершенном продолженном времени (The Present Perfect Continuous Tense / Present Perfect Continuous) для выражения длительного действия, которое началось в прошлом и еще совершается в настоящее время (I have been working for the company for 5 years) или закончилось непосредственно перед моментом речи и связано с настоящим результатом (Your clothes are dirty. Have you been fighting?)

Употребление в прошедшем совершенном времени (The Past Perfect Tense / Past Perfect) для выражения действия, закончившегося к определенному моменту в прошлом. (I had finished my work by 5 o'clock. When we entered the hall the curtain had already risen).

Употребление согласно правилу согласования времен. He said he would go there. Он сказал, что поедет туда. He said he lived in Paris. – Он сказал, что живет в Париже. He said he had lived in London before he came to Paris. – Он сказал, что жил в Лондоне, прежде чем приехал в Париж. John said he was leaving two hours later. – Джон сказал, что он уезжает через два часа. Mary said she left school in 1995. – Мария сказала, что окончила школу в 1995 году.

Употребление в страдательном залоге (The Passive Voice) в следующих видо-временных формах – Present Indefinite Passive (Oranges are grown in hot countries); Past Indefinite Passive (The papers were typed 3 hours ago); Future

Indefinite Passive (The answer will be given immediately); Present Continuous Passive (A new school is being built in my street); Past Continuous Passive (The secretary said the document was being typed at the moment). Употребление в так называемом предложном пассиве (The Prepositional Passive) – (The book is much spoken about. The doctor was sent for. He will be laughed at).

При чтении текста – употребление Present Perfect Passive (The texts have been translated) и Past Perfect Passive (He said the letters had been posted).

Употребление в повелительном наклонении (утвердительная и отрицательная формы) – Go there. Don't talk!

Специфика употребления глаголов to be, to have (have got), to do, to feel, to think.

Употребление модальных глаголов can, may, must, should, ought to, to be to, to have to (to have got to), need.

### **Синтаксис**

Употребление конструкции «сложное дополнение» (Complex Object) после глаголов hear, see, notice, watch, feel, (I saw her crossing the street. I saw her cross the street.); после глаголов want, expect и оборота would like (I would like you to meet my mother); после глаголов make и let (в активном и пассивном залогах (We'll make them do it. They were made to do it. Let him do it. He was allowed to do it.).

Употребление неличных форм – инфинитив, герундий, первое и второе причастие.

Порядок слов в утвердительном, вопросительном, отрицательном предложении.

Употребление конструкций There is..., It is... .

Средства связи предложений и частей текста (структурные и композиционные средства связи; средства, устанавливающие логические связи между высказываниями; средства, указывающие на объективную и субъективную оценку информации, и др.).

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## **КРИТЕРИИ ОЦЕНИВАНИЯ ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ**

### **Форма проведения вступительного испытания**

Экзамен проводится в форме теста, размещенного на платформе Moodle.

### **Продолжительность вступительного испытания**

На подготовку ответов на экзаменационные вопросы отводится два астрономических часа (120 минут).

### **Структура теста**

Тест состоит из пяти частей.

**Первая часть** направлена на проверку понимания прочитанного и включает 15 вопросов по прочитанным текстам. Абитуриенту предлагаются для чтения связные тексты на английском языке. На основании первого текста необходимо определить, соответствуют ли приведенные утверждения его содержанию. Верное утверждение отмечается как “TRUE”, а неверное – “FALSE”. Несколько предложений даны с тремя вариантами перевода на русский язык. Необходимо выбрать наиболее подходящий из них (a,b,c). Ко второму тексту предложены вопросы на множественный выбор. К каждому из них дается четыре варианта ответа, из которых только один правильный. Абитуриент должен выбрать ответ, который считает верным, и отметить соответствующую букву (a, b, c, d).

**Вторая часть** направлена на проверку знаний лексики и грамматики английского языка и включает 35 вопросов. Предлагаемый тест на множественный выбор состоит из отдельных предложений с пропусками. К каждому предложению дается четыре варианта ответа, из которых только один правильный. Абитуриент должен выбрать ответ, который считает верным, и отметить соответствующую букву (a, b, c, d).

**Третья часть** направлена на проверку умений образования грамматических форм и включает 7 вопросов. Абитуриент читает связный текст и преобразовывает данные рядом с каждым абзацем слова (если это необходимо) так чтобы они грамматически соответствовали содержанию текста.

**Четвертая часть** направлена на проверку умений словообразования и включает 7 вопросов. Абитуриент читает связный текст и преобразовывает данные рядом с каждым абзацем слова (если это необходимо) так, чтобы они лексически и грамматически соответствовали содержанию текста.

**Пятая часть** направлена на проверку лексико-грамматических навыков и умений логически, опираясь на знание синтаксического строя и других особенностей английского языка, заполнить пропуски в связном тексте. Под чертой перечисляются двенадцать лексических единиц, намеренно выпущенных из текста (одно слово лишнее). Абитуриент должен расставить слова в правильной очередности.

### **Шкала оценивания**

**Ответы на вопросы первой части** (на проверку понимания прочитанного текста) оцениваются по 1 баллу за каждый верный ответ и по 0 баллов за неверный ответ.

*Максимально возможное количество баллов за первую часть* испытания – 15.

**Ответы на вопросы второй части** (проверка знаний лексики и грамматик) оцениваются по 1 баллу за каждый верный ответ и по 0 баллов за неверный ответ.

*Максимально возможное количество баллов за вторую часть* испытания – 35.

**Ответы на вопросы третьей части** (проверка умений образования грамматических форм) оцениваются по 2 балла за каждый верный ответ и по 0 баллов за неверный ответ.

*Максимально возможное количество баллов за третью часть* испытания – 14.

**Ответы на вопросы четвертой части** (на проверку умений словообразования) оцениваются по 2 балла за каждый верный ответ и по 0 баллов за неверный ответ.

*Максимально возможное количество баллов за четвертую часть* испытания – 14.

**Ответы на вопросы пятой части** (на проверку лексико-грамматических навыков) оцениваются по 2 балла за каждый верный ответ и по 0 баллов за неверный ответ.

*Максимально возможное количество баллов за пятую часть* испытания – 22.

*Максимальная возможная оценка за все части вступительного* испытания – 100 баллов.

# ПРИМЕР ЭКЗАМЕНАЦИОННЫХ ЗАДАНИЙ

## Раздел 1. ЧТЕНИЕ

Прочитайте следующие тексты и выполните тестовые задания:

### Text 1

Tom Harrison is a young engineer. Here is his story.

Six years ago, when I was a student, I was short of money. So, once a week, I used to go home to see my parents and get a decent meal. Although I had a good relation with my mother, I never got on well with my father. I could never live up to his expectations of me.

One day I did a terrible thing. I stole some money from him. I first started off by asking him if he could lend me ten pounds. He refused saying he had already given me enough and it was time I became more responsible with money. You know what it is like to be a student. I'd run out of money and wanted to take a girl out. When he refused, I accused him of being mean and we had a terrible row. He left the house and I was so angry that I stole a few pounds from his wallet.

When he found out that the money was gone, he understood who had taken it and banned me from the house. Since then I have returned but he has never really forgiven me and still looks down on me for what I did.

My mother is very upset and I really have to work towards creating a happy relationship with my father for her and our sakes. Half of me wants to say "Sorry, Dad" while the other half still thinks he is ridiculous for having kept his attitude up for so long. How can I bridge our endless misunderstanding?

**Являются ли данные утверждения верными или ложными?  
Выберите правильный ответ.**

1. Once a week Tom used to go home to see his parents and get a decent meal.

a) TRUE

b) FALSE

2. One day Tom asked his father if he could lend him twenty pounds.

a) TRUE

b) FALSE

3. His father refused to give him any money as he was short of money himself.

a) TRUE

b) FALSE

4. Tom stole some money from his father's desk because he wanted to take his girl out.

a) TRUE

b) FALSE

5. Tom hasn't been at home since he quarreled with his father.

a) TRUE

b) FALSE

**Выберите наиболее подходящий вариант перевода на русский язык:**

6. I never got on well with my father.

a) Я никогда не понимал своего отца.

b) Я никогда не любил своего отца.

с) Я никогда не ладил со своим отцом.

7. I'd run out of money.

- а) Я потерял деньги.
- б) У меня заняли деньги.
- с) У меня закончились деньги.

8. You know what it is like to be a student.

- а) Вы знаете, каково быть студентом.
- б) Вы знаете, на кого похож студент.
- с) Вы знаете, что нравится студентам.

9. I accused him of being mean and we had a terrible row.

- а) Я сказал о том, что он жадина, и у нас был страшный крик.
- б) Я обвинил его в мелочности, и между нами произошла ужасная ссора.
- с) Я обвинил его в подлости, и между нами произошла размолвка.

10. When he found out that the money was gone.

- а) Когда он узнал, что деньги ушли.
- б) Когда он обнаружил, что деньги уходят.
- с) Когда он обнаружил, что деньги исчезли.

## Text 2

What the best education systems are doing right

Only 50 years ago, both South Korea and Finland had terrible education systems. Finland was at risk of becoming the worst economy in Europe. South Korea was ravaged by civil war. Yet over the past half-century, both South Korea and Finland have turned their schools around - and now both countries are praised internationally for their extremely high educational outcomes. What can other countries learn from these two successful, but diametrically opposed, educational models?

For millennia, in some parts of Asia, the only way to find secure work and make a career was to take an examination. Those examinations required a thorough command of knowledge, and taking them was difficult. Today, many in the Confucian countries still respect the kind of educational achievement that is promoted by an exam culture.

Among these countries, South Korea stands apart as the most extreme, and arguably, most successful. The Koreans have achieved remarkable results: the country is 100 per cent literate and has great results in international comparative tests of achievement, including tests of critical thinking and analysis. But this success comes with a price: students are under huge pressure. Talent is not as important – because the culture believes in hard work above all, there is no excuse for failure. Children study year-round, both in-school and with tutors. If you study hard enough, you can be smart enough.

"Koreans believe that they have to get through this really tough period to have a great future", says Andreas Schleicher, director of education and skills at PISA (Programme for International Student Assessment). "It's a question of short-term unhappiness and long-term happiness." It's not just the parents pressuring their kids. Because this culture traditionally values conformity and order, pressure



from other students can also heighten performance expectations. This community attitude expresses itself even in early-childhood education.

In Finland, on the other hand, students are learning the benefits of both rigour and flexibility. The Finnish model, say educators, is utopia.

In Finland, school is the centre of the community, notes Schleicher. School provides not just educational services, but social services. Education is about creating identity. Finnish culture values inner motivation and personal interest. It has a relatively short school day rich with school-sponsored extracurricular activities, because culturally, Finns believe important learning happens outside of the classroom. A third of the classes that students take in high school are electives, and they can even choose which entrance exams they are going to take. It's a low-stress culture, and it values a wide variety of learning experiences.

But that does not deprive it of academic rigour, motivated by the country's history trapped between European superpowers, says Pasi Sahlberg, Finnish educator.

"A key to that is education. Finns do not really exist outside of Finland", says Sahlberg. "This drives people to take education more seriously."

Finns share one thing with South Koreans: a deep respect for teachers and their academic accomplishments. In Finland, only one in ten applicants to teaching programmes is admitted. After a mass closure of 80 percent of teacher colleges in the 1970s, only the best university training programmes remained, raising the status of educators in the country. Teachers in Finland teach 600 hours a year, spending the rest of time in professional development, meeting with colleagues, students and families.

**Выберите наиболее подходящий вариант ответа:**

11. From paragraph 1 we learn that...

- a) South Korean and Finnish educational systems are not different from each other.
- b) it took about 50 years to reorganize both South Korean and Finnish schools.
- c) the success of South Korean and Finnish educational models is not very well known worldwide.
- d) Finnish education system is better than South Korean one.

12. To succeed, a South Korean student has to ...

- a) have talent and work hard.
- b) either be talented or work hard.
- c) pay for his / her education.
- d) work hard.

13. According to Andreas Schleicher, Koreans believe that ...

- a) hard work is inevitable but it does not necessarily lead to happiness.
- b) after a period of unhappiness there is always a period of happiness.
- c) periods of happiness are usually longer than periods of unhappiness.
- d) hard work usually leads to happiness and success in the future.

14. Finnish students can choose ...

- a) only exams they want to take.

- b) between different teachers of one subject.
- c) subjects they want to study.
- d) how many exams they want to take.

15. South Korean and Finnish education cultures are similar in ...

- a) their attitude to teachers.
- b) how much pressure is put on students.
- c) their attitude to failure.
- d) ways to motivate students.

## Раздел 2. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

**Выберите правильный вариант ответа:**

16. I wonder what our children ... when we come back.

- |                   |              |              |         |
|-------------------|--------------|--------------|---------|
| a) do<br>be doing | b) will done | c) are doing | d) will |
|-------------------|--------------|--------------|---------|

17. I hate ... .

- |                                |                  |                      |          |
|--------------------------------|------------------|----------------------|----------|
| a) a rainy weather<br>weathers | b) rainy weather | c) the rainy weather | d) rainy |
|--------------------------------|------------------|----------------------|----------|

18. I was very much surprised when Ann said that she ... .

- |                                      |               |                  |    |
|--------------------------------------|---------------|------------------|----|
| a) can't to swim<br>wasn't able swim | b) can't swim | c) couldn't swim | d) |
|--------------------------------------|---------------|------------------|----|

19. I want ... me.

- |                           |                  |                     |        |
|---------------------------|------------------|---------------------|--------|
| a) you to help<br>helping | b) that you help | c) that you'll help | d) you |
|---------------------------|------------------|---------------------|--------|

20. The police ... the criminal yet.

- |                                  |                 |                  |    |
|----------------------------------|-----------------|------------------|----|
| a) have caught<br>haven't caught | b) didn't catch | c) didn't caught | d) |
|----------------------------------|-----------------|------------------|----|

21. *Tom Sawyer* ... by Mark Twain.

- |                                 |              |                |       |
|---------------------------------|--------------|----------------|-------|
| a) has written<br>being written | b) was wrote | c) was written | d) is |
|---------------------------------|--------------|----------------|-------|

22. As far as I know he speaks neither German ... French.

- |       |           |        |        |
|-------|-----------|--------|--------|
| a) or | b) either | c) not | d) nor |
|-------|-----------|--------|--------|

23. He said he ... to Egypt.

- |                                 |              |                   |        |
|---------------------------------|--------------|-------------------|--------|
| a) never had been<br>never been | b) never was | c) has never been | d) had |
|---------------------------------|--------------|-------------------|--------|

24. The teacher made me ... the exercise again.

- |                     |       |          |         |
|---------------------|-------|----------|---------|
| a) to do<br>I'll do | b) do | c) doing | d) that |
|---------------------|-------|----------|---------|

25. You've made ... mistakes in your dictation.

- |             |            |                |          |
|-------------|------------|----------------|----------|
| a) too many | b) so much | c) very little | d) a lot |
|-------------|------------|----------------|----------|

26. Jane is a friend of ... .

- |         |        |       |       |
|---------|--------|-------|-------|
| a) ours | b) our | c) us | d) we |
|---------|--------|-------|-------|

27. It was ... place I had ever seen.

- |                                    |                   |                       |        |
|------------------------------------|-------------------|-----------------------|--------|
| a) more beautiful<br>beautifullest | b) most beautiful | c) the most beautiful | d) the |
|------------------------------------|-------------------|-----------------------|--------|

28. I have made up my ... to become a teacher.

- |                       |         |         |    |
|-----------------------|---------|---------|----|
| a) brains<br>decision | b) mind | c) head | d) |
|-----------------------|---------|---------|----|

29. Would you like ... piece of cake?

- |          |            |         |           |
|----------|------------|---------|-----------|
| a) other | b) another | c) more | d) others |
|----------|------------|---------|-----------|

30. ... Volga is the longest river in Europe.

- |      |        |      |       |
|------|--------|------|-------|
| a) - | b) The | c) A | d) An |
|------|--------|------|-------|

31. Peter is a bad driver. He drives ... .

- a) careless                                b) careful                                c) carefully                                d) carelessly
32. This car is ... . I can't afford it.  
a) cheap                                b) expensive                                c) bad                                d) good
33. I've never heard ... .  
a) her to sing                                b) her sing                                c) she sings                                d) she is singing
34. My brother ... Ann Graves since childhood.  
a) is loving                                b) was loving                                c) has been loving                                d) has loved
35. Do you know ... bag it is?  
a) whose                                b) which                                c) who                                d) who's
36. In the fifteenth century people knew nothing about ... big continent as America.  
a) so as                                b) so a                                c) a such                                d) such a
37. I don't have much time, I can't ... you now.  
a) say                                b) speak                                c) tell to                                d) talk to
38. My sister has no English books and ....  
a) neither have I.                                b) either have I.                                c) haven't I.                                d) neither has I.
39. If I were you, I ... there immediately.  
a) went                                b) will go                                c) would go                                d) have gone
40. When Mother sees ... you have done, she will be very upset.  
a) that                                b) why                                c) what                                d) -
41. We ... for a few hours when finally we saw a village.  
a) walked                                b) have walked                                c) were walking                                d) had been walking
42. Hardly ... to bed when the phone rang.  
a) did I go                                b) I went                                c) I have gone                                d) had I gone
43. The teacher told us ... Russian during our English lessons.  
a) not speak                                b) not to speak                                c) speak not                                d) no speaking
44. You had better ... these people.  
1) to avoid                                b) avoiding                                c) avoided                                d) avoid
45. When the leader of this European country launched military actions in the Middle East, many people criticized his ...  
a) foreign politics                                b) foreign policy                                c) home politics                                d) home policy
46. It turned out to be a difficult... to find a cheap flat in the center of the city.  
a) job                                b) work                                c) occupation                                d) business
47. It's a new anti-drug ... which I am going to support.  
a) company                                b) campany                                c) compaign                                d) campaign
48. We are going to the cinema. Who ... to join us?  
a) want                                b) is wanting                                c) does want                                d) wants
49. Last year I visited Spain. I ... at a very nice hotel for two weeks.  
a) had stayed                                b) stayed                                c) have stayed                                d) have been staying
50. ... you we would have failed to do this work. Thank you very much!  
a) But for                                b) Because of                                c) If                                d) Though

### Раздел 3. ОБРАЗОВАНИЕ ГРАММАТИЧЕСКИХ ФОРМ

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

#### A Scottish Castle

51. For more than 800 years the castle was a fortress against  
STAND  
the English and rival Scottish clans. It originally  
\_\_\_\_\_ on the banks of the river on a hill top  
overlooking the sea.
52. For more than 800 years the castle was in a state of  
SHEEP  
neglect since then. About 150 years ago it became  
a luxurious farm house and thousands of \_\_\_\_\_  
were kept on the surrounding hillsides.
53. Then in the early part of the twentieth century it became  
STRONG  
a hunting and fishing lodge. Wealthy visitors paid good  
money trying to catch Atlantic salmon – Scotland's  
\_\_\_\_\_ sporting fish.
54. The inspiration to restore the castle came to John Faulkner  
when he \_\_\_\_\_ in the sea on an unusually warm August  
afternoon. SWIM
55. Seeing the castle's walls and towers over the sparkling water, he  
THESE  
Imagined how it must have looked in \_\_\_\_\_ glorious far off  
days.
56. Now, ten years after that summer swim, he is in the mood for  
REALIZE  
celebration as he finally \_\_\_\_\_ his biggest ambition.
57. All the difficult and expensive restoration was finished, and his  
\_\_\_\_\_ guests are due to arrive this evening. ONE

### Раздел 4. СЛОВООБРАЗОВАНИЕ

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

#### The Old Theatre

58. For years the old town theatre was a failure. It was very expensive  
POPULAR  
but not comfortable, and most of the plays performed were \_\_\_\_\_.

59. In an attempt to make it more \_\_\_\_\_, they began  
COMMERCE  
putting on more comedies and well known, successful dramas.
60. Because the audiences were made up of \_\_\_\_\_ young people MAIN  
with low incomes and students, discounted tickets were introduced.
61. In \_\_\_\_\_, there was the issue of the uncomfortable seating. ADD  
Despite the huge cost, the old seats were ripped out and new ones  
installed.
62. All of these measures made the theatre`s new owner rather \_\_\_\_\_.  
ANXIETY
63. Would there be enough new customers to make up for all  
INVEST  
the money that he had \_\_\_\_\_?
64. But in \_\_\_\_\_ everything has worked out really well. REAL  
Audiences are on average three times larger than before. The theatre  
is now an outstanding success.

## Раздел 5. ЗАПОЛНЕНИЕ ПРОПУСКОВ В СВЯЗНОМ ТЕКСТЕ

Прочитайте приведенный ниже текст. Заполните пропуски, используя данные после текста слова (среди них есть одно лишнее слово). Форму слова менять не нужно. Каждое слово можно использовать только один раз.

### A New Family Member

Tracey and her (65) \_\_\_\_\_ had always wanted their own (66) \_\_\_\_\_ . And although neither of them had much (67) \_\_\_\_\_ money, they \_\_\_\_\_ were \_\_\_\_\_ about \_\_\_\_\_ to (68) \_\_\_\_\_ their dream. The (69) \_\_\_\_\_ part was not getting a horse but actually finding somewhere to keep one. But eventually Mrs Richards agreed to let the girls (70) \_\_\_\_\_ a small field at the far end of the farm. This was going to (71) \_\_\_\_\_ them 500 pounds a year but it would work out at just over 20 pounds per month each which was OK. The horse himself was coming from the Horse Rescue Charity. They would need to make a small (72) \_\_\_\_\_ every year to cover the cost of an animal welfare inspector who would visit twice a year. The biggest expenses after this would be for food and vet bills. But the two girls were (73) \_\_\_\_\_ that they could manage and were committed to going ahead. And it was a big commitment. They were getting an eighteen month old skewbald colt named Domino. Horses often live over twenty years and the sisters were talking him on (74) \_\_\_\_\_ life. Actually they had plans to get another horse as a friend for Domino. But first of all Domino would need to (75) \_\_\_\_\_ down. He had been badly treated by his previous owners and was still a bit nervous and difficult to handle.

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Слова, которые нужно употребить (одно слово лишнее):

donation  
sister  
tricky  
horse  
settle  
realize  
cost  
for  
spare  
rent  
borrow  
confident