**За­да­ние 10.** *Уста­но­ви­те со­от­вет­ствие между тек­ста­ми****A–G****и за­го­лов­ка­ми****1–8****. За­пи­ши­те свои от­ве­ты в таб­ли­цу. Ис­поль­зуй­те каж­дую цифру****толь­ко один раз. В за­да­нии один за­го­ло­вок лиш­ний.***

1. When we don’t sleep

2. Not only for humans

3. How dreaming helps

4. When we dream

5. Why dreams can be scary

6. What we feel dreaming

7. How we forget dreams

8. How we remember dreams

**A.** Even though our dreams may feel like they last for hours and hours, we hardly spend more than two hours dreaming each night, which means a person spends a total of nearly six years dreaming throughout a lifetime. In general there are four phases of the sleep cycle and all dreaming occurs practically at the final phase. Each of these sleep cycles lasts approximately 60 to 90 minutes and may repeat several times throughout the night.

**B.** Anxiety is the most popular emotion experienced in dreams. Many people dream of falling, which is often connected to something in our lives that is going in the wrong direction. In addition, dreams of being chased are very common and are linked to avoidance. Also people report dreams about their teeth falling out, which is related to the words and communication we might have in real life.

**C.** Dreaming helps people make sense of the information and events that occur in their lives. Dreams play an important role in processing and remembering information that we absorb daily. Also, they help reduce stress and even solve problems. It’s very possible to work through real-life problems while dreaming at night. In addition, dreams provide a lot of important content and meaning that can be used to inspire and direct our lives during the day.

**D.** Nearly 5 to 10% of adults have nightmares. There are several reasons for it, for example when people start taking certain medications or when they withdraw from drugs. Some physical conditions, such as stress or illness, can also be a trigger. However, in some cases adults may have frequent nightmares that are unrelated to their everyday lives, which may signify that they are more creative, sensitive, and emotional than the average person.

**E.** There is no person who does not have dreams, but not everybody recalls them. The most vivid dreams happen during the Rapid Eye Movement sleep stage when the brain is extremely active and the eyes move back and forth quickly underneath the eyelids. Although dream recall varies from person to person, some people have little or no recollection of the content, and around 90% of dreams are gone following the first 10 minutes of waking up.

**F.** Scientists have found that animals also dream and their subconscious thoughts are connected to real experiences. Animals’ dreams are complex, containing long sequences of events. Animals’ brains share the same series of sleeping states as the brain of human beings. Analyzing animals’ dreams and the content of their dreams may help scientists treat memory disorders and develop new ways for people to learn and retain information more effectively.

**G.**Only five minutes after the end of a dream and half of the content is likely to vanish from our memories. It’s not that dreams aren’t important enough to keep in mind, but other things tend to get in the way. Dream researcher L. Strumpell believes that dreams disappear from our memories for a number of factors. For example, we may not recall dream images that lack intensity, association or repetition, which are usually needed for dream recall.

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

**6. За­да­ние 11.** *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.*

**Lindsay Wildlife Museum**

Lindsay Wildlife Museum is a unique natural history and environmental education centre where visitors can listen to the cry of a red-tailed hawk, go eye-to-eye with a grey fox and watch a bald eagle eat lunch. More than fifty species of native California animals are on exhibit here.

Thousands of school children learn about the natural environment in their classrooms**A** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the museum. Nature- and science- oriented classes and trips are offered for adults and children. More than 600 volunteers help to feed and care for wild animals,**В** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Volunteers are active in the museum's work, contributing**С** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The museum was founded by a local businessman, Alexander Lindsay. Sandy, as friends knew him, started teaching neighborhood children about nature in the early 1950s. Initially housed in an elementary school, the museum began offering school-aged children summer classes,**D** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

After nearly a decade of the museum operation, it became apparent **E** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. With a new 5,000 square-foot home, the museum could now develop and display a permanent collection of live, native wildlife and natural history objects. People came to the museum for help with wild animals **F** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ urban growth. In response, a formal wildlife rehabilitation programme — the first of its kind in the United States of America — began in 1970.

1. that a permanent, year-round site was necessary

2. as well as field trips focused on the natural world

3. many hours of service to wildlife care and fundraising

4. that had been injured or orphaned because of intense

5. that needed public attention and a new building

6. as well as teach children and adults about nature

7. through education programmes and on-site tours

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

**7. За­да­ние 12.** Why did schoolchildren like the new teacher, Mr. Sampson?

1) They liked his appearance.

2) He often went for a walk with them.

3) He organized competitions for them.

4) They enjoyed listening to his stories.

**A School Story**

It happened at my private school thirty odd years ago, and I still can’t explain it. I came to that school in September and among the boys who arrived on the same day was one whom I took to. I will call him McLeod. The school was a large one: there must have been from 120 to 130 boys there as a rule, and so a considerable staff of masters was required. One term a new master made his appearance. His name was Sampson. He was a tall, well-built, pale, black-bearded man. I think we liked him. He had travelled a good deal, and had stories which amused us on our school walks, so that there was some competition among us to get a chance to listen to him.

Well, the first odd thing that happened was this. Sampson was doing Latin grammar with us. One of his favourite methods was to make us construct sentences out of our own heads to illustrate the rules he was trying to teach us. Now, on this occasion he ordered us each to make a sentence bringing in the verb memlnij ‘I remember.’ Well, most of us made up some ordinary sentence such as ‘I remember my father, ’ but the boy I mentioned — McLeod — was evidently thinking of something more interesting than that. Finally, very quickly he wrote a couple of lines on his paper, and showed it up with the rest. The phrase was “Remember the lake among the four oaks.” Later McLeod told me that it had just come into his head. When Sampson read it he got up and went to the man- tel-piece and stopped quite a long time without saying anything looking really embarrassed. Then he wanted to know why McLeod had put it down, and where his family lived, and if there was such a lake there, and things like that.

There was one other incident of the same kind. We were told to make a conditional sentence, expressing a future consequence. We did it and showed up our bits of paper, and Sampson began looking through them. All at once he got up, made some odd sort of noise in his throat, and rushed out. I noticed that he hadn’t taken any of the papers with him, so we went to look at them on his desk. The top paper on the desk was written in red ink — which no one used — and it wasn’t in anyone’s handwriting who was in the class. I questioned everyone myself! Then I thought of counting the bits of paper: there were seventeen of them on the desk, and sixteen boys in the form. I put the extra paper in my bag and kept it. The phrase on it was simple and harmless enough: ‘If you don’t come to me, I’ll come to you.’ That same afternoon I took it out of my bag — I know for certain it was the same bit of paper, for I made a fingermark on it — and there was no single piece of writing on it!

The next day Sampson was in school again, much as usual. That night the third and last incident in my story happened. We — McLeod and I — slept in a bedroom the windows of which looked out at the main building of the school. Sampson slept in the main building on the first floor. At an hour which I can’t remember exactly, but some time between one and two, I was woken up by somebody shaking me. I saw McLeod in the light of the moon which was looking right into our windows. ‘Come,’ he said, — ‘come, there’s someone getting in through Sampson’s window. About five minutes before I woke you, I found myself looking out of this window here, and there was a man sitting on Sampson’s window-sill, and looking in.’ ‘What sort of man? Is anyone from the senior class going to play a trick on him? Or was it a burglar?!’ McLeod seemed unwilling to answer. ‘I don’t know,’ he said, ‘but I can tell you one thing — he was as thin as a rail, and water was running down his hair and clothing and/ he said, looking round and whispering as if he hardly liked to hear himself, ‘I’m not at all sure that he was alive.’ Naturally I came and looked, and naturally there was no one there.

And next day Mr. Sampson was gone: not to be found, and I believe no trace of him has ever come to light since. Neither McLeod nor I ever mentioned what we had seen to anyone. We seemed unable to speak about it. We both felt strange horror which neither could explain.

**8. За­да­ние 13.** How did Mr. Sampson teach Latin grammar?

  1) He told the pupils to learn the rules by heart.

2) He asked the pupils to make up example sentences.

3) He illustrated the rules with pictures.

4) He made up interesting sentences to illustrate the rules.

**9. За­да­ние 14.** Why did McLeod write the phrase ‘Remember the lake among the four oaks?’

1) There was a place like that in his native town.

2) He wanted to show his knowledge of Latin grammar.

3) The phrase suddenly came to his mind.

4) He wanted to embarrass the teacher.

**10. За­да­ние 15.** What did Mr. Sampson do after reading the examples of conditional sentences?

1) He left the classroom immediately.

2) He put the papers with the examples into his bag.

3) He asked who had written the example in red ink.

4) He gave marks to the pupils.

**11. За­да­ние 16.** What was wrong with the paper written in red ink?

1) It didn’t illustrate the rule that was studied.

2) It had finger-marks on it.

3) It didn’t belong to anyone in the class.

4) It had many grammar mistakes.

**12. За­да­ние 17.** Who did McLeod see on Mr. Sampson’s windowsill?

1) Nobody.

2) A stranger.

3) One of his schoolmates.

4) Mr. Sampson.

**13. За­да­ние 18.** Why did the boys never tell anyone about the incident at night?

1) They were not asked about it.

2) Mr. Sampson asked them not to tell anyone.

3) They agreed to keep it secret.

4) They were afraid to speak about it.

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

**Balloon Fiesta**

If you love stories by Jules Verne and have always dreamt of going for a ride in a hot air balloon, England is the country for you. Every August England celebrates the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hot air balloon festival in Europe.

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

Since then, the building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the symbol of Australia.

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

South Island has the Southern Alps along its west coast, with Mount Cook being the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ point. Other inhabited islands include Stewart Island, the Chatham Islands, and Great Barrier Island.

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

And when at last they found one with all those things, Mrs. Wolf cried, ‘Oh, but here there’s no water. Surely we can find a \_\_\_\_\_\_ spot than this one.’

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

**A lesson on efficiency**

I remember my last year at school very well. There were three boys \_\_\_\_\_\_\_\_\_\_\_\_ William in my class.

**19. За­да­ние 24.** *Пре­об­ра­зуй­те, если это не­об­хо­ди­мо, слово***LAST***так, чтобы оно грам­ма­ти­че­ски со­от­вет­ство­ва­ло со­дер­жа­нию тек­ста.*

This year the Balloon Fiesta has celebrated its 30th anniversary. The show\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for 4 days started on the 7th of August.

**20. За­да­ние 25.** *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.

**21. За­да­ние 26.** *Об­ра­зуй­те от слова***ABSOLUTE***од­но­ко­рен­ное слово так, чтобы оно грам­ма­ти­че­ски и лек­си­че­ски со­от­вет­ство­ва­ло со­дер­жа­нию тек­ста.*

**Pronunciation is important**

Some learners of English think that pronunciation is not very important. That is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wrong.

**22. За­да­ние 27.** *Пре­об­ра­зуй­те, если это не­об­хо­ди­мо, слово***DRAW***так, чтобы оно грам­ма­ти­че­ски со­от­вет­ство­ва­ло со­дер­жа­нию тек­ста.*

Leonardo da Vinci made the first real studies of flight in the 1480s. He had over 100 \_\_\_\_\_\_\_\_\_\_\_ that illustrated his theories on flight.

**23. За­да­ние 28.** *Об­ра­зуй­те от слова***IMPORTANCE***од­но­ко­рен­ное слово так, чтобы оно грам­ма­ти­че­ски и лек­си­че­ски со­от­вет­ство­ва­ло со­дер­жа­нию тек­ста.*

Surprisingly enough, old factories and plants have become \_\_\_\_\_\_ to French tourism. In France, every year, no fewer than 1400 companies, heritage museums or industrial sites draw 20 million visitors.

**24. За­да­ние 29.** *Пре­об­ра­зуй­те, если это не­об­хо­ди­мо, слово***SERIOUS***так, чтобы оно грам­ма­ти­че­ски со­от­вет­ство­ва­ло со­дер­жа­нию тек­ста.*

The UK also works to improve the global environment and has taken global warming \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ever since scientists discovered the hole in the ozone layer.

**25. За­да­ние 30.** *Пре­об­ра­зуй­те, если это не­об­хо­ди­мо, слово***BUSY***так, чтобы оно грам­ма­ти­че­ски со­от­вет­ство­ва­ло со­дер­жа­нию тек­ста.*

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

**26. За­да­ние 31.** *Об­ра­зуй­те от слова***CULTURE***од­но­ко­рен­ное слово так, чтобы оно грам­ма­ти­че­ски и лек­си­че­ски со­от­вет­ство­ва­ло со­дер­жа­нию тек­ста.*

Increased tourism provides regional and national economic benefits. It also presents an ongoing challenge to balance conservation of \_\_\_\_\_\_\_\_\_ values and tourists' needs.

**27. За­да­ние 32.** Вставь­те про­пу­щен­ное слово:

1) friend

2) teammate

3) partner

4) opponent

**A Storyteller**

In my early 20s, after a year and a half in England, and four months in France, I returned to the United States and got a job at a camp in northern Virginia. My 32 \_\_\_\_\_\_ that summer was Dan from Mississippi, and I am from Rhode Island. We worked together with a group of boys from 12 to 14 years old. Fve always been a bit untidy, but Dan was 33 \_\_\_\_\_\_ and clean, even after a night in the woods with our campers. We could not have been more different, but we got on because we shared the same 34 \_\_\_\_\_\_ of humor.

At the end of the summer, a few of us went to 35 \_\_\_\_\_\_ a cave in West Virginia and got stuck in the cave for the night. It wasn’t as dramatic as it sounds. The park rangers had told us to stay there if anything happened. They knew where we were going, and when we should have been back. Dan hurt his right foot badly. So we had to 36 \_\_\_\_\_\_ the night in the cave. Food and water were not a problem, but we turned off our lights to save power. In the distance, we could hear the sound of running water.

To 37 \_\_\_\_\_\_ the time, we told stories. That night in the cave we moved from one family story to another. As the night wore on, I remembered more and more. I was not alone—the cave, the blue light and the flowing water released stories and memories that we had never revealed to anyone. It was as if a river of stories had started flowing in each of us.

When the rangers came the next morning, we didn’t want to 38 \_\_\_\_\_\_ . ‘Can’t we just tell a few more stories?’ In the cave, that night, I became a storyteller.

**28. За­да­ние 33.** Вставь­те про­пу­щен­ное слово:

1) clear

2) neat

3) exact

4) careful

**29. За­да­ние 34.** Вставь­те про­пу­щен­ное слово:

1) feeling

2) emotion

3) reason

4) sense

**30. За­да­ние 35.** Вставь­те про­пу­щен­ное слово:

1) explore

2) analyze

3) teach

4) learn

**31. За­да­ние 36.** Вставь­те про­пу­щен­ное слово:

1) lead

2) spend

3) hold

4) waste

**32. За­да­ние 37.** Вставь­те про­пу­щен­ное слово:

1) keep

2) waste

3) spare

4) pass

**33. За­да­ние 38.** Вставь­те про­пу­щен­ное слово:

1) escape

2) leave

3) retreat

4) retire

**34. За­да­ние 39.** You have received a letter from your English-speaking pen-friend Nicole who writes:

|  |
| --- |
| *...When I think about leaving school it is clear I'm going to miss my school friends, classes and teachers very much. They’re so important to me. We seem to be very friendly and enthusiastic about participating in all the school events. What does school mean to you? Do you feel the same about it? Do you think you will miss school? Are you going to meet your school friends after you finish school?**I have lived in London most of my life but I'd really love to travel to other countries...* |

Write a letter to Nicole. In your letter answer her questions, ask 3 questions about her plans for travelling. Write 100—140 words. Remember the rules of letter writing. You have 20 minutes to do this task.

**35. За­да­ние 40.** Comment on the following statement: **Some of my friends think it’s important to do sports regularly while others would rather watch a sporting event on TV.** What is your opinion? Do you agree with this statement? Write 200–250 words. Use the following plan:

- make an introduction (state the problem)

- express your personal opinion and give 2–3 reasons for your opinion

- express an opposing opinion and give 1–2 reasons for this opposing opinion

- explain why you don’t agree with the opposing opinion

- make a conclusion restating your position

**36. За­да­ние 41.** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

|  |
| --- |
| Is French toast from France? Yes and no. Dipping bread in eggs and frying it is a pretty universal solution to making stale bread go further. The French certainly had a medieval version and this later became a name that has been enthusiastically adopted for the de luxe versions. The earliest recorded recipe for the dish occurs in the work of the Roman cook in the first century AD. In his book The Art of Cooking, he writes, rather casually, that it’s just another sweet dish.However, the dish was also sometimes referred to as ‘Poor Knights of Windsor’. One theory offered in explanation is that the most expensive part of a medieval banquet was dessert – spices and nuts were costly imports. Although titled, not all knights were rich, so a dish of fried eggy-bread served with jam or honey would have fulfilled the requirements of etiquette without breaking the bank. |

**37. За­да­ние 42.** Study the advertisement.

This summer you will study in France for three months and you want to attend a school dance.



In 1.5 minutes you are to ask five direct questions to find out the following:

1) dance school address

2) the hours of opening

3) the three-month subscription fee

4) the rate for young people

5) the possibility of the online subscription

You have 20 seconds to ask each question.

**38. За­да­ние 43.** Imagine that while travelling during your holidays you took some photos. Choose one photo to present to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

• when you took the photo

• what/who is in the photo

• what is happening

• why you took the photo

• why you decided to show the picture to your friend

You have to talk continuously, starting with: "I’ve chosen photo number … ".

**39. За­да­ние 44.** Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

• give a brief description of the photos (action, location)

• say what the pictures have in common

• say in what way the pictures are different

• say what kind of reading presented in the photos you'd prefer

• explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

