



Примеры заданий для подготовки к вступительным испытаниям по  
английскому языку

10-11 классы

**Time limit: 2 hours**

**PART 1: LISTENING**

(Аудиофайл к заданию: <https://yadi.sk/d/ZtBVmHu8ExkjVg>)

For items **1-10**, listen to a passage from a lecture and decide whether the statements (**1-10**) are **TRUE** (A) or **FALSE** (B) according to the text you hear. You will hear the text **twice**.

1. Anthropologists used to believe that the way different cultures categorised colour was random.  
A) True                      B) False
2. In Paul Kay and Brent Berlin's survey people needed to categorise more than 300 colour samples.  
A) True                      B) False
3. In languages with four basic colour words, the words were for black, white, red and either blue or yellow.  
A) True                      B) False
4. Kay and Berlin's research indicated that there was no fixed order of colour terms.  
A) True                      B) False
5. In Kay and Berlin's study, 20% of participants were not native English speakers.  
A) True                      B) False
6. The names for common objects can be used to describe colours in certain languages.  
A) True                      B) False
7. The Hanunó'o language has a complicated system where colour may be characterised by dryness or wetness.  
A) True                      B) False



## ШКОЛА ЦЕНТРА ПЕДАГОГИЧЕСКОГО МАСТЕРСТВА

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8. For the World Colour Survey, the researchers had to change their original test.  
A) True B) False
9. Fewer than 30% of the languages studied failed to fit into Kay and Berlin's hierarchy.  
A) True B) False
10. The World Colour Survey only included written languages from industrialised societies.  
A) True B) False

### PART 2: READING

#### Task 1

**You are going to read a magazine article about money. For questions 11-14, choose the answer (A, B, C or D) which you think fits best according to the text.**

Money, no matter how much of it we have, does not flow like the milk of human kindness is meant to. It stutters and starts; it sows resentment and poisons relationships. Today's liberating loan is the root cause of tomorrow's trauma. Even when money is freely given, hidden non-financial costs almost always arise – costs that tend to be far larger than the original cash sum.

People guard their money closely, use it to equate value in unconnected areas and manipulate it for power – and so it is never what it seems. It is the most toxic influence in our lives. It affects the dynamic of almost every human exchange and it's puzzling, to say the least, why we've allowed an elevated form of exchange mechanism to become imbued with such power to devastate human relationships.

From the lender's point of view the first rule should be: don't lend what you can't afford to lose. The second is that repayment has to be safeguarded and, where possible, never mentioned again. From the borrower's side, it's far more emotionally complex and you will need to eat extreme

portions of humble pie along the way. The cost of a loan is not simply the figure that's transferred into your bank account, it's a multilayered and emotionally exacting exchange from which few emerge unscathed. It shouldn't be, but in almost every case I've ever encountered that's what happens.



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Our relationship with money is irrational, and it's not to our credit as a species. It's high time we re-examined it and put it in its rightful place. Money makes the world go around, but it also restricts our friendships, our choices and our potential. Maintaining friendships across the money divide is as difficult as across any sectarian one. Who pays the bill? Who holidays where? How are our children educated? All these are everyday considerations that money complicates and corrupts.

The American dream, which is basically to be rich, may not be the most admirable, but it has a breath of honesty about it that I sometimes think we'd do well to adopt in this country. In the UK, the rich are happy to talk about anything but their wealth, but in America if you've got it, you flaunt it. We may laugh but, ultimately, I'm wondering if that isn't a more functional approach. Americans find nothing shameful in being open about money, but here in the UK the sting of class infects the whole business. Maybe it's time we changed our attitude.

### **11. What's the most accurate description of the author's stance on money, described in paragraphs 1-2?**

- a. It is culpable for destroying goodness even in the kindest of souls.
- b. One has to be aware of the pitfalls which arise when an unspoken agreement is involved.
- c. The reasons behind the scale of its destructive power are incomprehensible.
- d. It is arguably responsible for having the most toxic effects on human beings.

### **12. What is said about those who ask for money?**

- a. Only a handful of them can pay their debt off in time.
- b. They should refrain from speaking about their debt.
- c. Their experience is more excruciating than that of the money owners.
- d. They usually resort to flattery to wheedle money from their friends.

### **13. The author says 'it's not to our credit as a species' to...**

- a. Show that the scale to which finance corrupts our lives goes beyond lending and borrowing relationships.
- b. Say that our financial literacy state is abysmal.
- c. Show concern with our illogical attitude to money.
- d. Compare people with drastically different income to different species.



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### 14. What does the author think about the American approach to fortune?

- It might be healthier due to the Americans' frankness.
- She despises how the Americans show off their wealth.
- She doubts it will be viable in the UK because of class differences.
- The UK people are happier to discuss their financial state.

### Task 2

You are going to read an extract from a newspaper article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A-G** the one which fits each gap (15-19). **There is one extra paragraph which you do not need to use.**

#### *Alexandria*

Smoke and the fragrance of roasting quail float up from long charcoal grills lining the perimeter of Suqei-Attarine, the Market of Scents, in Alexandria, Egypt. It is October, the season when quail fly south from Europe, tire over the Mediterranean Sea, land on beaches, and are easily trapped. Along pavements men sit on benches and puff apple-cured tobacco through water pipes. Some play dominoes. Above us hang the purple flowers of jacaranda trees.

[15] \_\_\_\_\_

Nearly half the world's population lives in cities. The number of megacities - those with populations of more than ten million - will exceed two dozen by 2015, up from fourteen in 1995. But what is it that draws people to cities like bees to pollen?

[16] \_\_\_\_\_

I decided to commence my investigations here because this was one of the few international cities in the world. It was part of Africa, close to Arabia, and home to Europeans from Greece and Rome. Alexandria was a crossroads for trade that ranged from China to Britain. Strabo, a geographer in the first century A. D. called Alexandria "the greatest emporium in the inhabited world." After Alexandria, I will visit Cordoba, Spain, western Europe's largest city in A. D. 1000, now a modest town supported mainly by agriculture. In its prime Cordoba was, in the words of one observer, "the mother of towns, the abode of the good and godly, the homeland of wisdom." My travels will end in New York City, a modern epicentre of finance and culture. New York, writes Joan Didion, is "an infinitely romantic notion, the mysterious nexus of all love and money and power."

[17] \_\_\_\_\_

Alexander's engineers realised that Mediterranean currents running west to east would keep the port navigable and free of Nile River silt. They also knew that the Island of Pharos, if joined to the mainland by the construction of a pier, would offer an effective wave breaker. In the 14th century it collapsed during an earthquake, and the Egyptians built a fortress here using, some accounts say,



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stones from the lighthouse. From my waterside cafe table I can see the fortress where team members from the Alexandria-based Centre d'Etudes Alexandrines are easing into wetsuits. They will dive down 20 feet where they are cataloguing statues, columns, and other architectural elements near the lighthouse site.

[18] \_\_\_\_\_

The idea of a place of records was not new. A building was constructed in 3200 B.C. to house a collection of Egyptian papyrus scrolls, and Athens had a similar building in the fourth century B.C. But Alexandria's library was on a scale new to the Mediterranean world, and the city was notorious for its aggressive pursuit of texts. Mohen Zahran the project manager talks about reviving "the lighthouse of knowledge". The new library, he says, "will encourage the peace and exchange of ideas throughout the region and provide a place for scholars of diverse backgrounds to meet."

[19] \_\_\_\_\_

Scholarly pursuits had immediate commercial applications. Translations helped Alexandrians to better understand their trading partners, and new maps enabled traders to calculate distances more accurately. It was this wealth of knowledge that helped Alexandria to establish itself as one of the richest cities of its day.

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**A.** The city grew steadily as a centre for trade. About four decades after Alexander's death in 323 B.C. Ptolemy II built a lighthouse, known as one of the seven wonders of the world. It rivalled the Pyramids in height at about 400 feet and had as many as 300 rooms. Fires, reflected in mirrors on top of the lighthouse, could be seen for some 35 miles, alerting ships to Egypt's reefs and shifting coastline.

**B.** Little is known about how the ancient Mouseion operated because so few written records have been found. But we do know that it was a place for scholars to meet. From throughout their known world Alexandria's rulers invited nearly a hundred learned men to the Mouseion where they lived in a communal residence and ate together in a dining hall. From these scholars came Euclidean geometry, the first scientific dissections of human bodies, a translation of the Hebrew Bible into Greek and a compilation of Homer's epic poems.

**C.** The tranquil scene recalls earlier times in the city that Alexander the Great founded more than 2,300 years ago. But as I stroll from the marketplace toward the harbour, I am clearly in a modern city. Apartment buildings, home to nearly three and a half million people, surround me. Traffic jams the streets. Supermarkets, cell phones, motorcycles, and teenagers in baseball caps are everywhere.



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**D.** But, back to Egypt and the hustle and bustle of Alexandria. Dodging cars speeding along El-Horreyah Avenue, Alexandria's busiest street, I arrive at the waterfront. I see small fishing boats at anchor, young boys jumping off rocks into the water, and, beyond, the natural harbour that Alexander the Great saw in 331 B.C.

**E.** The past - and the answers it might hold - feels impossibly distant as I wander up the coast near where Cleopatra's palace once stood. Somewhere in this area, perhaps beneath my feet, lies the sarcophagus holding Alexander the Great. It disappeared from recorded history in the third century A.D. Also buried here in a site yet to be located is the famous Alexandria library, founded early in the third century B.C. as part of the Mouseion, the great research centre of its day.

**F.** All cities share certain characteristics. They are places to buy and sell, to worship, to share companionship. They are where new ideas trigger changes in sciences and art, where cultures meet and evolve. But why and where do cities, these centres of trade and knowledge, grow? What causes some to flourish and others to fade? I am in Alexandria at the beginning of my journey to three great cities to seek the answers.

**G.** The United Nations and other international agencies are cooperating with the Egyptian government to finance a new 200-million dollar Alexandria library near a possible site of the old one. Cranes swing steel beams overhead, and workers scamper up the scaffolding surrounding the building's circular framework.



**PART 3: USE OF ENGLISH**

**Task 1**

For questions **20-27**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. **There is an example at the beginning (0).**

*0. invitations*

<i>MODERN MANNERS</i>	
Dress down Fridays, emailed (0) <i>INVITATIONS</i> and texting your boss - British	<b>INVITE</b>
society is (20)_____ loosening up and the famous British etiquette is fast eroding.	<b>APPEAR</b>
Jeans are (21)_____ in many smart restaurants and casual buffets have started to	<b>ACCEPT</b>
replace three-course dinner parties. Increased (22)_____ might, for some, be a sign	<b>FORMAL</b>
of national liberation, but for others, it could be a cause of anxiety. It might be that it is an (23)_____ that the stiff-upper-lip Brits are finally responding to	<b>INDICATE</b>
fast-forward, modern, multicultural life by becoming less inhibited. However, while we are social creatures, we are also (24)_____. Over the years we have evolved	<b>RITUAL</b>
certain social codes for our (25)_____ with others.	<b>INTERACT</b>
We create little boxes around ourselves to make us feel secure. But for some, this new era is one of despair where standards of presentation have slipped and common (26)_____ is fast disappearing. People who hold this belief try to rationalise	<b>COURTEOUS</b>
their resistance by saying it amounts to (27)_____, ignorance or loss of respect.	<b>LAZY</b>

**Task 2**

For items **28-33**, choose the most appropriate option (**A, B, C or D**).

Theatre is rooted in ancient Greece, but performances then were very different from those of today. In those times, patrons attended productions on almost a daily (28)\_\_\_\_\_ and during festivals, theatres would open at dawn and run into the night. Many Greek plays survive today as



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masterpieces, (29)\_\_\_\_\_ the impression that all Greek plays were equally brilliant. Contrary to popular (30)\_\_\_\_\_, though, not all scripts were worth the (31)\_\_\_\_\_ (or parchment, or papyrus) they were written on. Often, audiences would dine in front of a production, and if a performance (32)\_\_\_\_\_ outrage, it was not uncommon to toss food at the actors. Luckily, actors often used theatrical masks, which provided some protection! It was only men who used them, though, as women were not allowed on stage. Female roles were played by men in wigs and dresses, which might (33)\_\_\_\_\_ some people as odd if Greek theatre were performed this way today.

- |              |            |            |           |
|--------------|------------|------------|-----------|
| 1. A root    | B basis    | C source   | D origin  |
| 2. A putting | B allowing | C making   | D giving  |
| 3. A thought | B idea     | C belief   | D notion  |
| 4. A paper   | B note     | C document | D page    |
| 5. A lit     | B sparked  | C burnt    | D flashed |
| 6. A hit     | B strike   | C slap     | D punch   |

### PART 4: WRITING

*Electric cars will fully replace petrol and diesel-fuelled cars in the future.*

**To what extent do you agree or disagree with this statement?**

**Write an essay** stating your position. Your essay should consist of **200-250 words**.



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### КЛЮЧИ И РЕШЕНИЯ

#### PART 1: LISTENING

1. A
2. A
3. B
4. B
5. B
6. A
7. A
8. B
9. A
10. B

#### Текст аудирования (Listening script):

As you would expect, different languages have different words for colors. But what interests researchers isn't those simple translations, it's the question of which colors get names at all. Because as much as we think of colors in categories, the truth is that color is a spectrum. It's not obvious why we should have a basic color term for this color, but not this one. And until the 1960s it was widely believed by anthropologists that cultures would just choose from the spectrum randomly.

But In 1969, two Berkeley researchers, Paul Kay and Brent Berlin, published a book challenging that assumption. They had asked 20 people who spoke different languages to look at these 330 color chips and categorize each of them by their basic color term. And they found hints of a universal pattern: If a language had six basic color words, they were always for black (or dark), white (or light), red, green, yellow, and blue. If it had four terms, they were for black, white, red, and then either green or yellow. If it had only three, they were always for black, white, and red. It suggested that as languages develop, they create color names in a certain order. First black and white, then red, then green and yellow, then blue, then others like brown, purple, pink, orange, and gray. The theory was revolutionary.

...But their color hierarchy attracted a lot of criticism. For one thing, critics pointed out that the study used a small sample size — 20 people, all of whom were bilingual English speakers, not monolingual native speakers. And almost all the languages were from industrialized societies — hardly the best portrait of the entire world. But it also had to do with defining what a “basic color term” is. In the Yele language in Papua New Guinea, for example, there are only basic color terms for black, white, and red. But there's a broad vocabulary of everyday objects — like the sky, ashes, and tree sap — that are used as color comparisons that cover almost all English color words. There are also languages like Hanunó'o from the Philippines, where a word can communicate both color and physical feeling. They have four basic terms to describe color — but they're on a spectrum of light vs. dark, strength vs. weakness, and wetness vs. dryness. Those kinds of languages don't fit neatly into a color chip identification test.



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But by the late 1970s, Berlin and Kay had a response for the critics. They called it the World Color Survey. They conducted the same labeling test on over 2,600 native speakers of 110 unwritten languages from nonindustrialized societies. They found that with some tweaks, the color hierarchy still checked out. Eighty-three percent of the languages fit into the hierarchy.

And it suggests that there's something about the colors themselves that leads to this hierarchy. Red is fundamentally more distinct than the other colors. So what does all this mean? Why does it matter? Well, it tells us that despite our many differences across cultures and societies... there is something universal about how humans try to make sense of the world.

### **PART 2. READING**

#### **Reading Task 1**

1. D

The correct answer is D because money is said to be 'the most toxic influence in our lives'. A is wrong because the fact that money 'does not flow like the milk of human kindness is meant to' refers to money, not the souls. Besides, its poisonous effect on the kindest of souls is not described here. The problems arise not only when the agreement is not sealed on paper, which eliminates B. Finally, the author finds incomprehensible the reasons behind the very fact that money can control our lives, not the scale of its control.

2. C

"From the borrower's side, it's far more emotionally complex". It's the lenders who should refrain from raising the subject again, so B is wrong. The borrowers will have to "eat extreme portions of humble pie", but it doesn't necessarily imply flattery.

3. C

'It's not to our credit' means it is not something we should be proud of. The author's term 'irrational' is synonymous to 'illogical' here.

4. A

The author states that American approach "has a breath of honesty about it that I sometimes think we'd do well to adopt in this country" and says it might be more functional.

#### **Reading Task 2**

1. The correct choice is **Paragraph C** because the last sentence of the previous paragraph talks about a landscape and the opening sentence of Paragraph C continues the description of the same landscape. "... Above us hang the purple flowers of jacaranda trees."
2. The correct choice is **Paragraph F** because it comes as an answer to the question of the previous paragraph: "But what is it that draws people to cities like bees to pollen?"
3. The correct choice is **Paragraph D**. The last sentence of the paragraph: "... the natural harbour that Alexander the Great saw in 331 B.C." refers to the harbour which is also



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mentioned in the following paragraph: "... currents running west to east would keep the port navigable ..."

4. The correct choice is **Paragraph A**. The paragraph that comes after paragraph A refers to the lighthouse: "In the 14th century it (the lighthouse) collapsed during an earthquake..." which is also mentioned in the last part of paragraph A: "Fires, reflected in mirrors on top of the lighthouse ..."
5. The correct choice is **Paragraph E**. The paragraph that comes after paragraph E refers to Alexandria library: "A building was constructed in 3200 B.C. to house a collection of Egyptian papyrus scrolls ..." and it is also mentioned in paragraph E: "Also buried here in a site yet to be located is the famous Alexandria library ..."

### **PART 3: USE OF ENGLISH**

#### **Task 1**

1. apparently
2. acceptable
3. informality
4. indication
5. ritualistic
6. interaction
7. courtesy
8. laziness



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### WORD FORMATION TABLE:

Verbs	Nouns	Adjectives	Adverbs
1. appear disappear	appearance disappearance	apparent unapparent	apparently
2. accept	acceptance accepter	acceptable unacceptable	acceptably
3. formalise	formality informality formalisation formalism	formal informal	formally informally
4. indicate	indication indicator	indicative indicatory indictable	indicatively
5. -	ritual	ritualistic	ritually
6. interact	interaction	interactive	interactively
7. -	courtesy discourteousness courteousness	courteous discourteous	courteously discourteously
8. -	laziness	lazy	lazily

### Task 2

1. B  
*On a daily basis* is a fixed expression
2. D  
*To give an impression* means *to seem*. 'To make an impression' also is a collocation but it means creating it on purpose.
3. C  
*According to* / *Contrary to popular belief* are fixed expressions.
4. A  
*To be worth the paper sth is printed on* is an idiom. *Parchment* and *papyrus* are also hints.
5. B  
It's the only word which can be used in this context as to mean 'to create' (*cf. spark joy, spark interest etc.*)
6. B  
*To strike sb as sth* is a fixed expression.



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## PART

### 4: WRITING

<b>Критерии оценивания письменных работ по английскому языку (10-11 классы)</b>			
<b>Максимальный балл: 15</b>			
<b>Баллы</b>	<b>Содержание</b>	<b>Организация текста</b>	<b>Язык</b>
<b>5</b>	Содержание полностью отвечает поставленной задаче. Все вопросы раскрыты полно и точно. Учащийся владеет принципами написания эссе, умеет выстраивать аргументацию.	Безошибочно используются <b>разнообразные</b> средства логической связи. Текст хорошо организован.	В работе широко использованы лексические и грамматические структуры высокого уровня (есть лексика и грамматика уровня C1). Допускаются немногочисленные ошибки в использовании низкочастотной лексики и сложных грамматических структур. Ошибки не препятствуют пониманию текста.
<b>4</b>	<b>Работа объединяет в себе характеристики на «5» и «3»</b>		
<b>3</b>	Учащийся в целом владеет жанром эссе, однако некоторые идеи имеют опосредованное отношение к заданию, недостаточно полно раскрыты или предлагают слегка упрощенное понимание проблемы.	Средства логической связи используются, но допущен ряд ошибок при их использовании И/ИЛИ использование средств связи механическое. Работа может содержать небольшие логические ошибки.	Допустимы ошибки в использовании слов высокого уровня сложности. Ошибки в целом не препятствуют пониманию текста.  Использованы простые и сложные грамматические формы (пассивный залог, условные предложения, сложные предложения и т.д.) с небольшим количеством ошибок.
<b>2</b>	<b>Работа частично соответствует характеристикам на «3» и «1»</b>		
<b>1</b>	Тема минимально раскрыта. Аргументы не проработаны И/ИЛИ не соответствуют заданию.	Допущены логические ошибки. Используются очень простые средства связи.	Используется повседневная и базовая лексика, присутствуют лексические повторы.



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			<p>Ошибки заметны, но в целом текст понятен.</p> <p>Уверенно используются простые грамматические конструкции с небольшим количеством ошибок.</p>
<b>0</b>	Содержание абсолютно не соответствует заданию.	Средства связи (практически) отсутствуют.	Уровень ответа ниже описанного в характеристике на «1» балл.