

**Комментарии**  
**МЭ ВОШ по английскому языку**  
**для 9 – 11 классов**

**LISTENING**

**Task 1**

Ниже даны правильные варианты ответов и цитаты из лекции, которые доказывают, что данный вариант ответа является правильным. В цитатах из лекции выделены ключевые слова.

1. **B:** *Some time ago, I was in a bicycle shop looking for a new lock for my bicycle.*
2. **A:** *None of them was quite what I wanted and eventually I said to the shopkeeper, “I’ll think about it. Thanks very much”, and left the shop.*
3. **B:** *and eventually I said to the shopkeeper, “I’ll think about it. Thanks very much.”*
4. **A:** *I think there are two reasons why I chose to say “I’ll think about it”. The first is that I didn’t want the shopkeeper to feel that his products were not valued or that his time had been wasted and second is that I didn’t want to be the object of his possible annoyance or irritation. In other words, I didn’t want him to feel bad. And I didn’t want me to feel bad.*
5. **A:** *We have words for this general behavior pattern of not wanting ourselves or other people to feel bad as a result of the interactions that we have... have with other people. We talk about tact, which is defined in the Collins Concise Dictionary as ‘the sense of what is fitting and considerate in dealing with others so as to avoid giving offence’...*
6. **B:** *We talk about tact, which is defined in the Collins Concise Dictionary as ‘the sense of what is fitting and considerate in dealing with others so as to avoid giving offence’, or we might equally call this, as many people do, politeness behaviour.*
7. **B:** *Now notice that the definition of tact talks about avoiding giving offence. It is NOT talking about something positive that we do in order to make people feel better than they otherwise would. ... We are NOT trying here to positively make people feel better, but trying to avoid them feeling bad.*

8. A: So, here we are not talking about the kind of behaviour we get into when, for example, we ... compliment our partner on a very well-cooked meal.

9. A: So, this is a negative kind of behaviour that I'm talking about.

10. B: But the fact that it's negative doesn't mean that it's not terribly important. It is extremely important. It is essential to our self-preservation and to social cohesion. And for this reason avoidance behaviour is of great interest to many different kinds of scholars.

## Task 2

Ниже даны правильные варианты ответов и цитаты из диалога, которые доказывают, что данный вариант ответа является правильным.

11. C: *It's a lump of rock about 100 miles north-west of Ireland.*

12. A: *Fortunately I had my university thesis to work on.*

13. B: *whenever I got tired of studying, I could only walk round the island*

14. C: *No, time flies, you know. As long as they don't reject my thesis, I'll be leaving for London next week.*

15. A: *No thanks, I'll stay in London. I've had enough of the sea for a while.*

## READING

### Task 1

#### Duncan Phyfe

Ниже даны правильные варианты ответов и цитаты из текста, которые доказывают, что данный вариант ответа является правильным. В цитатах из текста выделены ключевые слова.

1. B – He was an excellent businessman with a good sense of craftsmanship and design: *Phyfe's workshop apparently took off immediately. At the peak of his success, Phyfe employed 100 craftsmen. Some economic historians point to Phyfe as having employed division of labor and an assembly line. What his workshop produced shows Phyfe's absolute dedication to quality in workmanship. Each piece of furniture was made of the best available materials. He was reported to have paid \$1,000 for a single Santo Domingo mahogany log... Nevertheless, Phyfe's high quality craftsmanship established him as America's patriotic interpreter of European design in the late eighteenth and early nineteenth*

centuries.

**2. D — Duncan Fife and his father were in the same business:** *In 1784, the Fife family immigrated to Albany, New York where Duncan's father opened a cabinet making shop. Duncan followed in his father's footsteps and was apprenticed to a cabinetmaker.*

**3. A – The third sentence:** *He was a quiet-living, God-fearing young man who felt his new name would probably appeal to potential customers who were definitely anti-British in this post-Revolutionary War period.*

**4. C – His name:** *...his new name had more to do with hanging it on a sign over his door stoop.*

**5. B – No longer restricted:** *The artisans and merchants who came to America discovered a unique kind of freedom. They were no longer restricted by class and guild traditions of Europe.*

**6. A – Organization of craftsmen.**

**7. A – After the word “workmanship” in paragraph 3:** *What his workshop produced shows Phyfe's absolute dedication to quality in workmanship. Every joint was tight, and the carved elements were beautifully executed.*

**8. D – inexpensive materials:** *Each piece of furniture was made of the best available materials. He was reported to have paid \$1,000 for a single Santo Domingo mahogany log.*

**9. C – He died in the nineteenth century:** *he was born in Scotland in 1768.*

**10. B – costs a lot of money today:** *In antique shops and auctions, collectors have paid \$11,000 for a card table, \$24,200 for a tea table, and \$93,500 for a sewing table. Вариант А – no longer exists – не верен, т.к. в тексте сказано: Although the number of pieces produced by Duncan Phyfe's workshop is enormous, comparatively few marked or labeled pieces have been found extant (= still existing in spite of being very old).*

## Task 2

Правильное выполнение данного задания предполагает понимание структурно-смысловых связей текста. Ниже даны правильные варианты ответов и цитаты из текста, которые доказывают, что данный вариант ответа является правильным. В цитатах из текста выделены ключевые слова.

**11. F – Updated regularly, they are still for sale at the corner of Sunset Boulevard and Baroda Drive.** Местоимение *they* заменяет *these maps* в предыдущем предложении.

**12. H – It is the oldest continuously published star map and one of a half-dozen or so maps of varying degrees of accuracy and spelling correctness sold today.** Местоимение *It* заменяет *Guide to Starland: Estates and Mansions* в

предыдущем предложении.

**13. I – Oh, this is a beautiful garden, but who lives here?** Прямая речь после слов Линды об её маме, когда та маленькой девочкой по просьбе отца узнавала места жительства кинозвёзд, задавая садовникам наивные вопросы.

**14. A – As they do so, they give advice to the tourists on star safaris through the lime green landscape of Beverly Hills.** Местоимения *they* заменяют *Linda Welton and her team* в предыдущем предложении.

**15. E – Early film stars like Lillian Gish lived in modest, somewhat grubby rooming houses, taking street cars to and from the studio.** Это утверждение иллюстрирует самое начало действия *the Hollywood publicity machine* и *real estate development*.

**16. K – He had a luxuriously-landscaped house at Cahuenga Avenue and Hollywood and real estate agents would take prospective clients past it on tours.** Местоимение *He* соответствует *the artist Paul de Longpre* в предыдущем предложении, где речь идёт о *the first celebrity home*. Это утверждение иллюстрирует *the Hollywood publicity machine* и *real estate and tourism development*.

**17. B – Studios like Paramount published the names and addresses of its stars on theirs, and businesses distributed them as a promotional gimmick.** Это утверждение раскрывает, кто именно создавал такие карты *all sorts of people were producing them*.

**18. G – And so a map was needed.** Речь идёт о предложении *Mary Pickford* друзьям открыть свои дома для помощи солдатам во время Первой мировой войны: *During World War I, they opened their home to serve refreshments to soldiers*. Утверждение **G** является логическим завершением мысли: *She asked a few friends to do the same*.

**19. D – More profoundly, perhaps, the maps suggest the temporary nature of fame.** Это утверждение является уточняющим продолжением предыдущего предложения *The maps reflect the shifting geography of stardom...*

**20. J – Others, however, hang on for about a decade and then vanish.** Предыдущее предложение *Legendary stars – Garbo, Monroe, Chaplin – remain on them* подводит к противоположному утверждению **J** с союзом уступки *however* и с подлежащим *Others*. Оно также логически завершает мысль о *the temporary nature of fame*.

## USE OF ENGLISH

Time: 60 minutes

(50 scores)

## Task 1. Questions 1–15

**For Questions 1–15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.**

**If a line is correct, put a tick. If a line has a word which should *not* be there, write the word on your answer sheet. There are two examples at the beginning (0 and 00).**

1. **a:** *accommodation* – неисчисляемое существительное, с которым неопределённый артикль не употребляется

2. **it:** В предложении *Each room is equipped with...* местоимение *it* употреблено в функции второго подлежащего, что грамматически не оправдано.

3. **an:** *air conditioning*, как и другие существительные на *-ing*, не употребляется с неопределённым артиклем

4. **V**

5. **to:** Предложение *Why not to sample local specialities...* содержит грамматически не оправданный элемент to. Схема употребления конструкции: *why + not + bare infinitive (≠ sample)*.

6. **yourself:** Глагол *to enjoy + yourself (=be happy in a particular situation)* употребляется как возвратный только в значении «веселиться». Фраза предполагает употребление *to enjoy* как переходного глагола с дополнением *the finest international cuisine*.

7. **V**

8. **V**

9. **of:** *to include* – переходный глагол: *to include + direct object*

10. **V**

11. **which:** Предложение *our modern conference centre ~~which~~ has been designed to meet all your business needs* ошибочно содержит союзное слово *which* в функции второго подлежащего, употребление которого грамматически не оправдано.

**12. not:** Предложение *Why should you ~~not~~ stay elsewhere* ошибочно употреблено с отрицательной частицей *not*, которая изменяет значение фразы на противоположное.

**13. V**

**14. V**

**15. to:** Глагол *to call* в повелительном наклонении во фразе *please ~~to~~ call 010 534 766* ошибочно употреблён с частицей *to*.

### Task 2. Questions 16–25

*For items 16–25, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use from three to five words. There is an example at the beginning (0).*

**Наибольшую трудность в данном задании представляли пункты 18, 19, 22.**

**16. a 50-dollar fine**

**17. live up to**

**18. got round to answering:** *I've been too busy to answer my emails, but I'll do it soon.* Правильный ответ предполагает изменение исходной фразы, употребляя фразовый глагол с идиоматическим значением «руки не дошли» (= *to do something that you have been intending to do for some time Br.E.*).

**19. you feel like having:** *It's nearly lunchtime, so would you like to eat something?* В трансформации следует употребить вопросительную форму синонимичной конструкции *to feel like* (= *to want to have something or do something*), которая употребляется с герундиальной формой дополнения (*having something to eat*).

**20. are always complaining about**

**21. made the most**

**22. making enquiries into/ about:** *Two detectives investigating the robbery questioned us for over an hour.* Трудность состоит в употреблении изменённой фразы в той же функции в предложении.

**23. who/ that got me interested**

**24. was desperate to give**

**25. injury prevented him from playing:**

### Task 3. Questions 26–30

*For items 26–30, match the spoken informal words 26–30 to their neutral definitions A–J. There are some extra definitions which do not match.*

**Наибольшую трудность в данном задании представляли пункты 28 и 29.**

**26. E**

**27. I**

**28. D:** *to bug smb.* означает **надоедать, раздражать (разг. доставать)**

**29. F:** *to nick* означает **украсть (разг. стянуть, стащить, стибрить)**

**30. H**

### Task 4. Questions 31–40

*For items 31–40, match the items 31–40 to the phenomena A–M. There are some extra phenomena which do not match.*

**Данное задание проверяет знание культурных реалий стран изучаемого языка. Наибольшую трудность в данном задании представляли пункты 32, 33 и 38.**

**31. I**

**32. G**

**33. K**

**34. D**

**35. F**

**36. C**

**37. J**

**38. A**

**39. H**

**40. E**