

ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

You are going to read an article on a famous statesman. For questions 1-15, read the text below and decide which answer (A, B, C or D) best fits each gap.

The course of English history would have been very different (1) _____ it not been for King Alfred. He won (2) _____ both as a statesman and as a warrior and is justly called “the Great.”

(3) _____ England of Alfred's time was a country of four small Saxon kingdoms. The strongest was Wessex, in the south. Born in about 848, Alfred was the (4) _____ son of Ethelwulf, king of Wessex. Each of Alfred's three older brothers, in turn, ruled the kingdom. Alfred was by temperament a scholar, and his health was never robust.

Nevertheless in his early youth he fought with his brother Ethelred against Danish invaders. Alfred was 23 when Ethelred died, but he had already won the confidence of the army and was at once acclaimed king in 871. By this time the Danes, or Vikings, (5) _____ to all parts of the island. Three of the Saxon kingdoms—Northumbria, Mercia, and East Anglia—had one after (6) _____ fallen to the Danish invaders.

Under Alfred's leadership, the Saxons again found courage. The worst crisis came in the winter of 877, when the Danish king, Guthrum, invaded Wessex with his army. In 878 Alfred (7) _____ at Chippenham, where he was celebrating Christmas, and was forced to go into (8) _____.

(9) _____ few months later he forced Guthrum to surrender at Chippenham. The Danes agreed to make the Thames River and the old Roman road called Watling Street the boundary between Alfred's kingdom and the Danish lands to the north. The treaty, (10) _____, did not assure permanent peace. The Danes assaulted London and the coast towns repeatedly. In about 896 they finally admitted defeat and ceased their struggle for a foothold in southern England.

Alfred was (11) _____ more than the defender of his country. He took a keen interest (12) _____ law and order and was concerned with the improvement of the cultural standards of his people. He encouraged industries of all kinds and rebuilt London, which had been partly destroyed by the Danes. He collected and revised the old laws of the kingdom. He invited (13) _____ men from other countries to instruct the people because even the clergy of Wessex no longer knew Latin, the international language of the church. He established a school similar to the Palace School of Charlemagne.

The “books most necessary for all men to know” were translated from Latin into English so (14) _____ the people might read them. Alfred himself took a part in preparing the translations. The Anglo-Saxon Chronicle was probably begun under his direction.

Alfred died at the age of about 51 in 899. He was in (15) _____ sense a true king of England, for he ruled less than half of the island. After his death, however, his capable son, Edward the Elder, and his grandsons extended their rule over all of England.

| | | | | |
|----|--------------------|-------------------|--------------------|-------------------------|
| 1 | A. if | B. had | C. were | D. would |
| 2 | A. renown | B. renowned | C. renowns | D. renowning |
| 3 | A. – | B. a | C. an | D. the |
| 4 | A. younger | B. youngest | C. elder | D. eldest |
| 5 | A. have penetrated | B. had penetrated | C. are penetrating | D. will have penetrated |
| 6 | A. other | B. others | C. another | D. one |
| 7 | A. defeated | B. was defeating | C. had defeated | D. was defeated |
| 8 | A. hide | B. hidden | C. hiding | D. to hide |
| 9 | A. – | B. a | C. an | D. the |
| 10 | A. as if | B. but | C. however | D. despite |
| 11 | A. much | B. many | C. little | D. few |
| 12 | A. on | B. at | C. with | D. in |
| 13 | A. learning | B. learned | C. learnt | D. to learn |
| 14 | A. which | B. what | C. that | D. as |
| 15 | A. no | B. not | C. none | D. neither |

ФРАЗОВАЯ СВЯЗНОСТЬ

You are going to read an extract of an article on language. For questions 1-5, read the text and match two halves of the sentences below. There is one extra half you do not need to use. The beginnings of the sentences follow the same order as the full sentences in the original text.

| | |
|---|---|
| 1. Learned words comprise | A a very large portion of our borrowed vocabulary. |
| 2. They do not come directly | B from the battlefield, the marketplace, or in a bilingual family setting. |
| 3. Their meanings tend | C many parts. |
| 4. The transmission of “bookish” words is more likely | D to be more abstract. |
| 5. Often one and the same Indo-European root with several meanings emerges | E to change their meaning in some way, sometimes quite radically. |
| | F with different meanings in Old English, French, Latin, Greek, etc. |

ТЕКСТОВАЯ СВЯЗНОСТЬ

You are going to read an extract from "Narnia Chronicles". Read the text and fill in the blanks (A-E) with the words (F-K) from the list. One word is extra.

Then, read the text again and fill in the blanks (1-5) with the sentences (6-11) from the list. One sentence is extra.

Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the **(A)**____. They were sent to the house of an old Professor who lived in the **(B)**____ of the country, ten miles from the nearest railway station and two miles from the nearest post office. **(1)**____ (Their names were Ivy, Margaret and Betty, but they do not come into the story much.) He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was **(C)**____ his nose to hide it.

(2)____

"We've fallen on our **(D)**____ and no mistake," said Peter. "This is going to be perfectly splendid. That old chap will let us do anything we like."

"I think he's an old dear," said Susan.

"Oh, come off it!" said Edmund, who was tired and pretending not to be tired, which always made him bad-tempered. "Don't go on talking like that."

"Like what?" said Susan; "and anyway, it's time you were in bed."

"Trying to talk like Mother," said Edmund. "And who are you to say when I'm to go to bed? Go to bed yourself."

"Hadn't we all better go to bed?" said Lucy. "There's sure to be a **(E)**____ if we're heard talking here."

"No there won't," said Peter. "I tell you this is the sort of house where no one's going to mind what we do. Anyway, they won't hear us. **(3)**____"

"What's that noise?" said Lucy suddenly. **(4)**____

"It's only a bird, silly," said Edmund.

"It's an owl," said Peter. "This is going to be a wonderful place for birds. I shall go to bed now. I say, let's go and explore tomorrow. **(5)**____ Did you see those mountains as we came along? And the woods? There might be eagles. There might be stags. There'll be hawks."

"Badgers!" said Lucy.

"Foxes!" said Edmund.

"Rabbits!" said Susan.

But when next morning came there was a steady rain falling, so thick that when you looked out of the window you could see neither the mountains nor the woods nor even the stream in the garden.

| |
|--------------------|
| F air-raids |
| G blowing |
| H feet |
| I heart |
| J row |
| K running |

6. As soon as they had said good night to the Professor and gone upstairs on the first night, the boys came into the girls' room and they all talked it over.
7. He had no wife and he lived in a very large house with a housekeeper called Mrs Macready and three servants.
8. It's about ten minutes' walk from here down to that dining-room, and any amount of stairs and passages in between.
9. It was a far larger house than she had ever been in before and the thought of all those long passages and rows of doors leading into empty rooms was beginning to make her feel a little creepy.
10. You couldn't find a place more boring.
11. You might find anything in a place like this.

ПОНИМАНИЕ ПИСЬМЕННОГО ТЕКСТА

*You are going to read an article from an encyclopaedia on culture. Read the text and answer the questions that follow. Decide whether each statement is **True** or **False** and provide your arguments drawn from the text to justify your choice.*

The changes in custom and belief that result from contacts between different cultures are called acculturation. It involves selecting and modifying new cultural elements and incorporating them into the original culture.

There are two major types of acculturation. In one type, cultures exchange and borrow cultural elements without one group dominating another. In the process of incorporation, these new elements may be integrated into a culture. For example, the unconquered Navajo Indians, in frequent and varied contact with Spanish colonists in the 18th century, selected elements of Spanish culture such as clothing and metalworking techniques that were integrated into their own culture in their own way. In 21st-century examples of acculturation, traditional East Asian cultures were transformed by modern Western technology and values.

A second major type of acculturation is directed change. It occurs when one group takes political control of another group or conquers them in war. Examples are political expansions such as the Roman Empire's conquests in Europe and the Mediterranean region, the American subjugation of North American Indians, and the European domination of Africa. The processes of selecting and modifying customs and beliefs are more varied and the results are more complex, because people from one culture interfere with another culture. Assimilation, which occurs when one culture almost completely replaces another, is one process of directed change. Another process is reaction against aspects of the dominant culture. Yet another such process is cultural fusion, which is a new synthesis of cultural elements different from both of the original cultures. Jazz and rock music are examples of cultural fusion.

1. Acculturation means illegally borrowing other nations' traditions without permission.
2. Acculturation is always based on the supremacy of one culture over the other.
3. Indians borrowed new technology without adapting it.
4. Assimilation of cultures is a frequent result of armed conflicts.
5. Acculturation can sometimes be beneficial to the original culture.

ПОНИМАНИЕ ПИСЬМЕННОГО ТЕКСТА С ВОПРОСАМИ ОТКРЫТОГО ТИПА

You are going to read an article from an encyclopaedia on literature. Read the text and answer the following questions in full sentences.

The proof should be given in your own words.

A collection of ancient Icelandic literature contained in two 13th-century books is commonly distinguished as the Prose, or *Younger, Edda* and the Poetic, or *Elder, Edda*. It is the fullest and most detailed source for modern knowledge of Germanic mythology.

The Prose Edda was written by the Icelandic chieftain, poet, and historian Snorri Sturluson, probably in 1222–23 and is a textbook on poetics intended to instruct young poets in the difficult metres of the early Icelandic *skalds* (court poets) and to provide for a Christian age an understanding of the mythological subjects treated or alluded to in early poetry.

It consists of a prologue and three parts. Two of the sections deal with the elaborate, riddle-like metaphors and periphrasis used by the skalds and give examples of 102 metres known to Snorri. These sections are of interest mainly to specialists in ancient Norse and Germanic literature. The remaining section, “The Beguiling of Gylfi”, is of interest to the general reader. Cast in the form of a dialogue, it describes the visit of Gylfi, a king of the Swedes, to *Asgard*, the citadel of the gods. In answer to his questions, the gods tell Gylfi the Norse myths about the beginning of the world, the adventures of the gods, and the fate in store for all in the **Ragnarøk** (Doom [or Twilight] of the Gods). The tales are told with dramatic artistry, humour, and charm.

Apart from Edda, Snorri also wrote a biography of St. Oláf of Norway, which he included in his history of the Norwegian kings from their legendary descent from the warrior-wizard god Odin down to Magnus Erlingsson (1184). A three-volume English translation by Samuel Laing (1844) has been frequently reprinted. Snorri based the book on earlier histories, but he gathered much fresh material of his own. He particularly valued poems transmitted orally from the time of the original historical events they described, and he selected those poetic traditions that seemed to be both authoritative and reflective of contemporary politics and human nature. His genius lay in his power to present all that he perceived critically as a historian with the immediacy of drama.

1. Why is Edda of great importance far beyond Iceland?
2. Why is the last part of Edda more interesting to the general reader than the first two?
3. What is the origin of Norwegian kings according to Snorri?
4. Why are Snorri’s works important from the historical perspective?
5. What is Snorri considered to have a special talent for?

Письменный рассказ по картинкам

Write a story based on the following set of pictures. The pictures are given in a chronological order. Write 170-200 words.

Remember! You must place your characters in time and space. The first two pictures show a past situation, the third – a present situation, and the fourth – a future situation.

