

## Задания в тестовой форме для подготовки к первому этапу аттестации. Учитель (преподаватель) английского языка

Вопрос №1	
A1. His .... was friendly and confident at the same time.	
<input type="radio"/>	A. State
<input type="radio"/>	B. Manner
<input type="radio"/>	C. Form
<input type="radio"/>	D. Mood

Вопрос №2	
A2. We all went to the game to ... our local basketball team.	
<input type="radio"/>	A. Assist
<input type="radio"/>	B. Aid
<input type="radio"/>	C. Support
<input type="radio"/>	D. Provide

Вопрос №3	
A3. It takes a lot of .... to develop any skill.	
<input type="radio"/>	A. Performance
<input type="radio"/>	B. Show
<input type="radio"/>	C. Practice
<input type="radio"/>	D. Rehearsal.

Вопрос №4	
A4. For ten minutes the student .... in disbelief at the exam paper in front of him.	
<input type="radio"/>	A. Viewed
<input type="radio"/>	B. Peeped
<input type="radio"/>	C. Peered
<input type="radio"/>	D. Stared

Вопрос №5	
A5. The staff was told that they would have to .... very quickly to the changes being made.	
<input type="radio"/>	A. adopt
<input type="radio"/>	B. adhere
<input type="radio"/>	C. acquire
<input type="radio"/>	D. adapt

Вопрос №6	
A6. Stella looked very ... in her new hat and coat.	
<input type="radio"/>	A. Trendy
<input type="radio"/>	B. New
<input type="radio"/>	C. Current
<input type="radio"/>	D. Present

Вопрос №7	
A7. He was so surprised that he was not able to ... answer the question.	
<input type="radio"/>	A. Once
<input type="radio"/>	B. Immediately
<input type="radio"/>	C. Right
<input type="radio"/>	D. Straight

Вопрос №8	
A8. My aunt took me to an art gallery to see some ... art.	
<input type="radio"/>	A. Current
<input type="radio"/>	B. New

<input type="radio"/>	C. Present
<input type="radio"/>	D. Modern

**Бонус №9**

A9. Just as the tennis players walked onto the ..., it started to rain.

<input type="radio"/>	A. Court
<input type="radio"/>	B. Ring
<input type="radio"/>	C. Course
<input type="radio"/>	D. Pitch

**Бонус №10**

A10. Success depends on setting your own ... and following them.

<input type="radio"/>	A. Destinations
<input type="radio"/>	B. Goals
<input type="radio"/>	C. Designs
<input type="radio"/>	D. Prizes

**Бонус №11**

A11. This is a ... park so anyone can use it.

<input type="radio"/>	A. Private
<input type="radio"/>	B. Shared
<input type="radio"/>	C. Common
<input type="radio"/>	D. Public

**Бонус №12**

A12. The band performed ... on the stage at the festival.

<input type="radio"/>	A. Alive
<input type="radio"/>	B. Live
<input type="radio"/>	C. Alert
<input type="radio"/>	D. Lively

**Бонус №13**

A13. I ... myself for not being prepared for the exam.

<input type="radio"/>	A. Blame
<input type="radio"/>	B. Accuse
<input type="radio"/>	C. Fault
<input type="radio"/>	D. Charge

**Бонус №14**

A14. Many people aren't ... of the amount of waste produced by their own households.

<input type="radio"/>	A. Aware
<input type="radio"/>	B. Familiar
<input type="radio"/>	C. Known
<input type="radio"/>	D. Recognized

**Бонус №15**

A15. She has the annoying ... of biting her nails when she's nervous.

<input type="radio"/>	A. Custom
<input type="radio"/>	B. Routine
<input type="radio"/>	C. Practice
<input type="radio"/>	D. Habit

**Бонус №16**

A16. The cost of the holiday ... flights, accommodation and all meals.

<input type="radio"/>	A. Consists
<input type="radio"/>	B. Involves

<input type="radio"/>	C. Includes
<input type="radio"/>	D. Constitutes

Бонус №17	
A17. People who play contact sports are more likely to .... themselves than those who play non-contact sports.	
<input type="radio"/>	A. Suffer
<input type="radio"/>	B. Wound
<input type="radio"/>	C. Harm
<input type="radio"/>	D. Injure

Бонус №18	
A18. As ..., James has left packing for his holiday for the last minute.	
<input type="radio"/>	A. Normal
<input type="radio"/>	B. Usual *
<input type="radio"/>	C. Natural
<input type="radio"/>	D. Regular

Бонус №19	
A19. My ... of going on holiday this year are slim at best.	
<input type="radio"/>	A. Ways
<input type="radio"/>	B. Reasons
<input type="radio"/>	C. Chances
<input type="radio"/>	D. Opportunities

Бонус №20	
A20. Tony we need to work harder as we are already ... schedule.	
<input type="radio"/>	A. Slow
<input type="radio"/>	B. Delayed
<input type="radio"/>	C. Back
<input type="radio"/>	D. Behind

Бонус №21	
A20. I enjoyed the trip, _____ it rained.	
<input type="radio"/>	a) though
<input type="radio"/>	b) however
<input type="radio"/>	c) as
<input type="radio"/>	d) as soon as

Бонус №22	
A19. There is no nation which despise their clergy or priesthood _____ to the English.	
<input type="radio"/>	a) comparably
<input type="radio"/>	b) considerably
<input type="radio"/>	c) relatively
<input type="radio"/>	d) generally

Бонус №23	
A18. Constant stress and overwork will surely _____ health problems.	
<input type="radio"/>	a) lead to
<input type="radio"/>	b) avoid
<input type="radio"/>	c) prevent
<input type="radio"/>	d) give up

Бонус №24	
A17. The mill is driven by electric _____ .	
<input type="radio"/>	a) strength
<input type="radio"/>	b) force

- |                       |          |
|-----------------------|----------|
| <input type="radio"/> | c) power |
| <input type="radio"/> | d) might |

**Бонус №25**

A16. When you check out of a hotel, you will be charged additionally for each \_\_\_\_\_ call.

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | a) lengthy       |
| <input type="radio"/> | b) long-distance |
| <input type="radio"/> | c) foreign       |
| <input type="radio"/> | d) intertown     |

**Бонус №26**

A15. With the cries "Keep \_\_\_\_\_!" the police tried to hold the crowd.

- |                       |         |
|-----------------------|---------|
| <input type="radio"/> | a) up   |
| <input type="radio"/> | b) back |
| <input type="radio"/> | c) on   |
| <input type="radio"/> | d) down |

**Бонус №27**

A14. Don't listen to Mike. He is boasting. He thinks too \_\_\_\_\_ of himself.

- |                       |           |
|-----------------------|-----------|
| <input type="radio"/> | a) well   |
| <input type="radio"/> | b) good   |
| <input type="radio"/> | c) highly |
| <input type="radio"/> | d) high   |

**Бонус №28**

A13. How did Sam \_\_\_\_\_ his final exams? – Successfully.

- |                       |           |
|-----------------------|-----------|
| <input type="radio"/> | a) pass   |
| <input type="radio"/> | b) answer |
| <input type="radio"/> | c) take   |
| <input type="radio"/> | d) have   |

**Бонус №29**

A12. All her life Mary had been hoping to make a \_\_\_\_\_ guess and win a large sum at the lottery.

- |                       |              |
|-----------------------|--------------|
| <input type="radio"/> | a) fortunate |
| <input type="radio"/> | b) well      |
| <input type="radio"/> | c) lucky     |
| <input type="radio"/> | d) happy     |

**Бонус №30**

A11. We all \_\_\_\_\_ his story as a joke.

- |                       |             |
|-----------------------|-------------|
| <input type="radio"/> | a) thought  |
| <input type="radio"/> | b) intended |
| <input type="radio"/> | c) found    |
| <input type="radio"/> | d) treated  |

**Бонус №31**

A10. This sweater \_\_\_\_\_ you. You look very modern.

- |                       |            |
|-----------------------|------------|
| <input type="radio"/> | a) becomes |
| <input type="radio"/> | b) likes   |
| <input type="radio"/> | c) matches |
| <input type="radio"/> | d) goes to |

**Бонус №32**

A9. Let's go \_\_\_\_\_ away or we'll be late.

- |                       |          |
|-----------------------|----------|
| <input type="radio"/> | a) write |
| <input type="radio"/> | b) rite  |

- |                       |           |
|-----------------------|-----------|
| <input type="radio"/> | c) wright |
| <input type="radio"/> | d) right  |

**Бонпос №33**

A8. The subject was very interesting, so I decided to \_\_\_\_\_ in their conversation.

- |                       |               |
|-----------------------|---------------|
| <input type="radio"/> | a) take part  |
| <input type="radio"/> | b) take place |
| <input type="radio"/> | c) take time  |
| <input type="radio"/> | d) take off   |

**Бонпос №34**

A7. How long are you going to \_\_\_\_\_ at the hotel?

- |                       |           |
|-----------------------|-----------|
| <input type="radio"/> | a) leave  |
| <input type="radio"/> | b) stay   |
| <input type="radio"/> | c) put up |
| <input type="radio"/> | d) occupy |

**Бонпос №35**

A6. Paul was required to \_\_\_\_\_ passenger, who arrived at Suez.

- |                       |            |
|-----------------------|------------|
| <input type="radio"/> | a) look    |
| <input type="radio"/> | b) observe |
| <input type="radio"/> | c) stare   |
| <input type="radio"/> | d) see     |

**Бонпос №36**

A5. The new apartments boast all \_\_\_\_\_ conveniences: running water, gas, electricity, garbage chutes, etc.

- |                       |           |
|-----------------------|-----------|
| <input type="radio"/> | a) recent |
| <input type="radio"/> | b) modern |
| <input type="radio"/> | c) latest |
| <input type="radio"/> | d) fresh  |

**Бонпос №37**

A4. Though it's a very popular novel, I didn't find the \_\_\_\_\_ very interesting.

- |                       |                |
|-----------------------|----------------|
| <input type="radio"/> | a) character   |
| <input type="radio"/> | b) composition |
| <input type="radio"/> | c) describing  |
| <input type="radio"/> | d) plot        |

**Бонпос №38**

A3. I racked my \_\_\_\_\_ trying to solve the problem, but I couldn't find the way out.

- |                       |             |
|-----------------------|-------------|
| <input type="radio"/> | a) decision |
| <input type="radio"/> | b) head     |
| <input type="radio"/> | c) mind     |
| <input type="radio"/> | d) brains   |

**Бонпос №39**

A2. Bill has been to Chicago on a business \_\_\_\_\_ .

- |                       |            |
|-----------------------|------------|
| <input type="radio"/> | a) journey |
| <input type="radio"/> | b) travel  |
| <input type="radio"/> | c) trip    |
| <input type="radio"/> | d) stay    |

**Бонпос №40**

A1. You should be on your \_\_\_\_\_ against pickpockets in this part of town.

- |                       |          |
|-----------------------|----------|
| <input type="radio"/> | a) care  |
| <input type="radio"/> | b) guard |

<input type="radio"/>	c) watch
<input type="radio"/>	d) protection

**Бонпос №41**

1. Hardly ... asleep ... an alarm clock ....	
<input type="radio"/>	A. have I gone, than, will ring
<input type="radio"/>	B. had I gone, when, rang
<input type="radio"/>	C. I had gone, then, had rung
<input type="radio"/>	D. was I going, as, was ringing

**Бонпос №42**

2. I am going to have my kitchen ... . It is necessary that every crack .... covered.	
<input type="radio"/>	A. to repair, will be
<input type="radio"/>	B. to be repaired, is
<input type="radio"/>	C. repaired, should be
<input type="radio"/>	D. being repaired, be

**Бонпос №43**

3. The miles appeared ... so long that the tourists sometimes thought they ... the road.	
<input type="radio"/>	A. being, had to miss
<input type="radio"/>	B. to have been, must miss
<input type="radio"/>	C. to be, must have missed
<input type="radio"/>	D. having been, were to miss

**Бонпос №44**

4. I managed to come here at half past six. But I ... because they ....	
<input type="radio"/>	A. needn't have hurried, had already left
<input type="radio"/>	B. needn't hurry, have already left
<input type="radio"/>	C. wouldn't have hurried, had already left
<input type="radio"/>	D. shouldn't hurry, have already left

**Бонпос №45**

5. If you ... the prescribed medicine, you ... .. now.	
<input type="radio"/>	A. took, would feel much more well
<input type="radio"/>	B. had taken, would feel much better
<input type="radio"/>	C. would take, would feel yourself much better
<input type="radio"/>	D. take, will feel better

**Бонпос №46**

6. I don't feel like ... this article today.	
<input type="radio"/>	A. to read and translate
<input type="radio"/>	B. for reading and translating
<input type="radio"/>	C. read and translate
<input type="radio"/>	D. reading and translating

**Бонпос №47**

8. Would you mind ..., please?	
<input type="radio"/>	A. to open the window
<input type="radio"/>	B. open the window
<input type="radio"/>	C. opening the window
<input type="radio"/>	D. to the window opening

**Бонпос №48**

9. We are all looking forward ... your friends.	
<input type="radio"/>	A. to seeing
<input type="radio"/>	B. to see

<input type="radio"/>	C. for seeing
<input type="radio"/>	D. of seeing

**Бонпос №49**

10. You ... your seats beforehand if you want to go to Paris on Christmas.

<input type="radio"/>	A. had better to book
<input type="radio"/>	B. had better book
<input type="radio"/>	C. had to better book
<input type="radio"/>	D. had to book better

**Бонпос №50**

11. You ... me a postcard, but you didn't.

<input type="radio"/>	A. could send
<input type="radio"/>	B. could be sent
<input type="radio"/>	C. could have sent
<input type="radio"/>	D. could had sent

**Бонпос №51**

12. I suggest ... as soon as possible. I ... before sunset.

<input type="radio"/>	A. us to start, would rather to finish
<input type="radio"/>	B. our starting, had rather finish
<input type="radio"/>	C. us starting, would prefer to finish
<input type="radio"/>	D. our starting, would rather finish

**Бонпос №52**

13. There is no point ... to him. He is ... last man in the world ... by such things.

<input type="radio"/>	A. to speak, the, to trouble
<input type="radio"/>	B. to speak, — , being troubled
<input type="radio"/>	C. speaking, a, be troubled
<input type="radio"/>	D. in speaking, the, to be troubled

**Бонпос №53**

14. Did you remember ... the parcel I gave you? – Yes, I remember ... it a week ago.

<input type="radio"/>	A. to post, posting
<input type="radio"/>	B. to post, to post
<input type="radio"/>	C. posting, to post
<input type="radio"/>	D. posting, posting

**Бонпос №54**

15. While our coffee ..., I ... him my sad story which impressed him ....

<input type="radio"/>	A. was making, told, greatly
<input type="radio"/>	B. was being made, said, great
<input type="radio"/>	C. had been made, told, great
<input type="radio"/>	D. was being made, told, greatly

**Бонпос №55**

16. We were ... go out when the telephone rang.

<input type="radio"/>	A. on the point of
<input type="radio"/>	B. just
<input type="radio"/>	C. about to
<input type="radio"/>	D. nearly

**Бонпос №56**

17. The past flood is reported not ..... damage to the crops.

<input type="radio"/>	A. caused many
<input type="radio"/>	B. to have caused much

<input type="radio"/>	C. to cause much
<input type="radio"/>	D. having caused many

**Бонрос №57**

18. But for the rain we ... for a walk long ago.	
<input type="radio"/>	A. went
<input type="radio"/>	B. have gone
<input type="radio"/>	C. would have gone
<input type="radio"/>	D. would be going

**Бонрос №58**

20. Try to behave as if nothing ... .	
<input type="radio"/>	A. had happened
<input type="radio"/>	B. happened
<input type="radio"/>	C. was happened
<input type="radio"/>	D. has happened

**Бонрос №59**

21. You'd better ... from work tomorrow.	
<input type="radio"/>	A. not absenting
<input type="radio"/>	B. not to be absent
<input type="radio"/>	C. not be absent
<input type="radio"/>	D. not to absent

**Бонрос №60**

22. In 1871, a fire in Chicago destroyed ... 1,800 buildings.	
<input type="radio"/>	A. many
<input type="radio"/>	B. the same as
<input type="radio"/>	C. just as
<input type="radio"/>	D. as many as

**Бонрос №61**

23. The three business partners decided to end their partnership due to a dispute ... them.	
<input type="radio"/>	A. between
<input type="radio"/>	B. among
<input type="radio"/>	C. in the middle of
<input type="radio"/>	D. by

**Бонрос №62**

24. Since ancient times, silver ... to human beings.	
<input type="radio"/>	A. has been known
<input type="radio"/>	B. is known
<input type="radio"/>	C. is being known
<input type="radio"/>	D. has been knowing

**Бонрос №63**

25. She's very pretty but that kind of face doesn't ... to me.	
<input type="radio"/>	A. appeal
<input type="radio"/>	B. fancy
<input type="radio"/>	C. attract
<input type="radio"/>	D. call

**Бонрос №64**

26. You ... to attend the meeting on Thursday.	
<input type="radio"/>	A. must
<input type="radio"/>	B. have



<input type="radio"/>	C. required
<input type="radio"/>	D. be

Bonpoc №65	
27. New York ironweed with its small, dark purple thistle flowers, sometimes ... to a height of eight feet.	
<input type="radio"/>	A. grows
<input type="radio"/>	B. growing
<input type="radio"/>	C. it grows
<input type="radio"/>	D. up

Bonpoc №66	
28. The instructions for this model are ... as possible, so it will be difficult to put together.	
<input type="radio"/>	A. clearly more defined
<input type="radio"/>	B. as clearly defined
<input type="radio"/>	C. as defined clearly
<input type="radio"/>	D. more clearly defined

Bonpoc №67	
29. ... several weeks for a person to starve to death, but without sleep the human body dies in about 10 days.	
<input type="radio"/>	A. Usually taking it
<input type="radio"/>	B. Usually takes it
<input type="radio"/>	C. It usually takes
<input type="radio"/>	D. To take it usually

Bonpoc №68	
30. Newly installed gypsum board walls ... before they are painted.	
<input type="radio"/>	A. with a sealant coated
<input type="radio"/>	B. should coat with a sealant
<input type="radio"/>	C. should be coated with a sealant
<input type="radio"/>	D. coating with a sealant

Bonpoc №69	
31. Although the color television set ... almost every American family now owns at least one.	
<input type="radio"/>	A. a recent invention is
<input type="radio"/>	B. is a recent invention
<input type="radio"/>	C. recent is a invention
<input type="radio"/>	D. is it a recent invention

Bonpoc №70	
32. Descendant of a long line of New Englanders, Robert Lowell chose, in his early poems ... against his background of Bostonian eminence and public service.	
<input type="radio"/>	A. for reacting
<input type="radio"/>	B. to react
<input type="radio"/>	C. reacted
<input type="radio"/>	D. to the reaction

Bonpoc №71	
33. In most cases the current balance available in a checking or savings account ...	
<input type="radio"/>	A. can be verified by telephone
<input type="radio"/>	B. on the telephone can verify
<input type="radio"/>	C. in verification by telephone
<input type="radio"/>	D. being verified by telephone

Bonpoc №72	
34. Not until several years after a war has ended ... to feel the severe psychological damage it can cause.	
<input type="radio"/>	A. do many of its veterans begin
<input type="radio"/>	B. many of its veterans begin

- |                       |                                   |
|-----------------------|-----------------------------------|
| <input type="radio"/> | C. and many of its veterans begin |
| <input type="radio"/> | D. many of its veterans beginning |

Бонрос №73

35. Astronomers rely on measurements of mass and brightness to determine ....

- |                       |                      |
|-----------------------|----------------------|
| <input type="radio"/> | A. how old is a star |
| <input type="radio"/> | B. is a star how old |
| <input type="radio"/> | C. a star is how old |
| <input type="radio"/> | D. how old a star is |

Бонрос №74

36. ... recover from the setbacks they have experienced in recent years the economy of the entire country would be positively affected.

- |                       |  |
|-----------------------|--|
| <input type="radio"/> | A. American car manufactures should ever |
| <input type="radio"/> | B. Ever should American car manufactures |
| <input type="radio"/> | C. Should American car manufactures ever |
| <input type="radio"/> | D. American car manufactures should      |

Бонрос №75

37. ... witnesses is forbidden in the Federal Courts of the United States.

- |                       |  |
|-----------------------|--|
| <input type="radio"/> | A. Aggressively cross-examine          |
| <input type="radio"/> | B. Cross-examination aggressive        |
| <input type="radio"/> | C. Aggressive cross-examining          |
| <input type="radio"/> | D. The aggressive cross-examination of |

Бонрос №76

38. The flora of the arid American Southwest is less varied than ... .

- |                       |   |
|-----------------------|---|
| <input type="radio"/> | A. the semi-tropical Southeast          |
| <input type="radio"/> | B. that of the semi-tropical Southeast  |
| <input type="radio"/> | C. the Southeast is semi-tropical       |
| <input type="radio"/> | D. it is semi-tropical in the Southeast |

Бонрос №77

39. Jill, what ... tomorrow evening?

- |                       |                     |
|-----------------------|---------------------|
| <input type="radio"/> | A. will you to do   |
| <input type="radio"/> | B. are you going do |
| <input type="radio"/> | C. are you doing    |
| <input type="radio"/> | D. do you           |

Бонрос №78

40 Have you written down ... names?

- |                       |                 |
|-----------------------|-----------------|
| <input type="radio"/> | A. everybody    |
| <input type="radio"/> | B. everybody's  |
| <input type="radio"/> | C. everybodys'  |
| <input type="radio"/> | D. everybodies' |

Бонрос №79

41. They decided to go on a hike ... the rain.

- |                       |                |
|-----------------------|----------------|
| <input type="radio"/> | A. despite of  |
| <input type="radio"/> | B. despite in  |
| <input type="radio"/> | C. in spite    |
| <input type="radio"/> | D. in spite of |

Бонрос №80

42. If you don't know the meaning of this word, ... in the dictionary.

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | A. chase it up   |
| <input type="radio"/> | B. search it out |

- |                       |                |
|-----------------------|----------------|
| <input type="radio"/> | C. look it up  |
| <input type="radio"/> | D. find it out |

**Бонус №81**

43. Did you fix these shelves ...?

- |                       |                      |
|-----------------------|----------------------|
| <input type="radio"/> | A. all on yourself   |
| <input type="radio"/> | B. all at yourself   |
| <input type="radio"/> | C. all with yourself |
| <input type="radio"/> | D. all by yourself   |

**Бонус №82**

44. My grandma makes me ... carrots, but I prefer ice-cream.

- |                       |           |
|-----------------------|-----------|
| <input type="radio"/> | A. eat    |
| <input type="radio"/> | B. eating |
| <input type="radio"/> | C. to eat |
| <input type="radio"/> | to eating |

**Бонус №83**

45. You were rude ... him for no reason.

- |                       |         |
|-----------------------|---------|
| <input type="radio"/> | A. at   |
| <input type="radio"/> | B. to   |
| <input type="radio"/> | C. with |
| <input type="radio"/> | D. on   |

**Бонус №84**

55. When I was a student I ... to discos every Friday night.

- |                       |                   |
|-----------------------|-------------------|
| <input type="radio"/> | A. used to go     |
| <input type="radio"/> | B. was used to go |
| <input type="radio"/> | C. use to went    |
| <input type="radio"/> | D. used to going  |

**Бонус №85**

56. We ... the project by the end of the month.

- |                       |                       |
|-----------------------|-----------------------|
| <input type="radio"/> | A. shall finish       |
| <input type="radio"/> | B. are finishing      |
| <input type="radio"/> | C. will have finished |
| <input type="radio"/> | D. will be finishing  |

**Бонус №86**

57. I am here to say that we ... next week. Everything is ready.

- |                       |                    |
|-----------------------|--------------------|
| <input type="radio"/> | A. will leave      |
| <input type="radio"/> | B. are leaving     |
| <input type="radio"/> | C. will be leaving |
| <input type="radio"/> | D. will have left  |

**Бонус №87**

58. This time tomorrow our family ... on the beach of the Mediterranean sea.

- |                       |                   |
|-----------------------|-------------------|
| <input type="radio"/> | A. will lie       |
| <input type="radio"/> | B. is lying       |
| <input type="radio"/> | C. will be lying  |
| <input type="radio"/> | D. will have lain |

**Бонус №88**

59. She didn't know that he ... her.

- |                       |                 |
|-----------------------|-----------------|
| <input type="radio"/> | A. betrayed     |
| <input type="radio"/> | B. would betray |

<input type="radio"/>	C. will betray
<input type="radio"/>	D. is going to betray

Бонус №89	
60. The happy man went to see his mother-in-law ...	
<input type="radio"/>	A. down
<input type="radio"/>	B. on
<input type="radio"/>	C. off
<input type="radio"/>	D. away

Бонус №90	
61. I have never seen such ... men!	
<input type="radio"/>	A. higher
<input type="radio"/>	B. high
<input type="radio"/>	C. tall
<input type="radio"/>	D. the tallest

Бонус №91	
62. Give him a good mark to ... his self-respect.	
<input type="radio"/>	A. raise
<input type="radio"/>	B. rise
<input type="radio"/>	C. get up
<input type="radio"/>	D. get down

Бонус №92	
63. The plane landed safely ... the two mountains.	
<input type="radio"/>	A. among
<input type="radio"/>	B. on
<input type="radio"/>	C. between
<input type="radio"/>	D. in

Бонус №93	
64. Of the two irons I have one is burnt, and ... is out of order too.	
<input type="radio"/>	A. the others
<input type="radio"/>	B. other
<input type="radio"/>	C. another
<input type="radio"/>	D. the other

Бонус №94	
65. Last year inflation was tremendous, and the prices ... .	
<input type="radio"/>	A. raised
<input type="radio"/>	B. rise
<input type="radio"/>	C. arise
<input type="radio"/>	D. rose

Бонус №95	
66. Let's buy a bar of chocolate and a carton of yogurt, ...?	
<input type="radio"/>	A. will we
<input type="radio"/>	B. don't we
<input type="radio"/>	C. shall we
<input type="radio"/>	D. do we

Бонус №96	
67. I've been sailing ..., I've got a lot of experience.	
<input type="radio"/>	A. since fifteen
<input type="radio"/>	B. fifteen years ago

<input type="radio"/>	C. fifteen years old
<input type="radio"/>	D. after fifteen years

Вопрос №97

68. Thank you! It's such ... good advice.

<input type="radio"/>	A. a
<input type="radio"/>	B. an
<input type="radio"/>	C. -
<input type="radio"/>	D. the

Вопрос №98

69. It's ... wonderful news, thank you.

<input type="radio"/>	A. such
<input type="radio"/>	B. such a
<input type="radio"/>	C. so
<input type="radio"/>	D. such the

Вопрос №99

70. I doubted if she ... my point.

<input type="radio"/>	A. will see
<input type="radio"/>	B. would see
<input type="radio"/>	C. has seen
<input type="radio"/>	D. sees

Вопрос №100

71. Какой из указанных принципов обучения иноязычному общению является общедидактическим?

<input type="radio"/>	A. Принцип цикличности
<input type="radio"/>	B. Принцип речемыслительной активности
<input type="radio"/>	C. Принцип наглядности
<input type="radio"/>	D. Принцип ситуативности

Вопрос №101

72. Кто является основателем коммуникативного метода обучения иноязычному говорению?

<input type="radio"/>	A. А.Н. Леонтьев
<input type="radio"/>	B. И.А. Зимняя
<input type="radio"/>	C. Е.И. Пассов
<input type="radio"/>	D. Р.К. Миньяр-Белоручев

Вопрос №102

73. Основные аспекты психологии обучения иностранным языкам рассматриваются в исследовании:

<input type="radio"/>	A. Е.В. Солововой
<input type="radio"/>	B. И.А. Зимней
<input type="radio"/>	C. М.Я. Блоха
<input type="radio"/>	D. Е.И. Пассова

Вопрос №103

74. Кто является основоположником понятия «компетенция» и кто ввёл его в современную терминологию?

<input type="radio"/>	A. Н. Хомский
<input type="radio"/>	B. И.А. Зимняя
<input type="radio"/>	C. П.В. Сысоев
<input type="radio"/>	D. В.В. Сафонова

Вопрос №104

75. Какие из указанных видов упражнений выполняются первыми в комплексе условно-речевых упражнений?

<input type="radio"/>	A. Упражнения на имитацию
<input type="radio"/>	B. Упражнения на трансформацию

- |                       |   |
|-----------------------|---|
| <input type="radio"/> | C. Упражнения на подстановку                |
| <input type="radio"/> | D. Упражнения на осознание и дифференциацию |

Вопрос №105

76. Какой способ семантизации лексики является наименее эффективным?

- |                       |   |
|-----------------------|---|
| <input type="radio"/> | A. Семантизация через перевод           |
| <input type="radio"/> | B. Семантизация через наглядность       |
| <input type="radio"/> | C. Семантизация через перифраз          |
| <input type="radio"/> | D. Семантизация через синонимы/антонимы |

Вопрос №106

77. Что не входит в содержание обучения произношения?

- |                       |                       |
|-----------------------|-----------------------|
| <input type="radio"/> | A. Интонация          |
| <input type="radio"/> | B. Артикуляция звуков |
| <input type="radio"/> | C. Паузация           |
| <input type="radio"/> | D. Жестикуляция       |

Вопрос №107

78. Какой процент неизвестной лексики должен содержать в текстах на аудирование (о значении которой можно догадаться по контексту)?

- |                       |        |
|-----------------------|--------|
| <input type="radio"/> | A. 5%  |
| <input type="radio"/> | B. 10% |
| <input type="radio"/> | C. 15% |
| <input type="radio"/> | D. 20% |

Вопрос №108

79. На какой ступени учебный аспект иноязычного образования становится приоритетным?

- |                       |                      |
|-----------------------|----------------------|
| <input type="radio"/> | A. Ранняя ступень    |
| <input type="radio"/> | B. Начальная ступень |
| <input type="radio"/> | C. Средняя ступень   |
| <input type="radio"/> | D. Старшая ступень   |

Вопрос №109

80. Какой из указанных видов памяти наиболее важен при первом предъявлении незнакомой лексики при обучении иностранному языку?

- |                       |                   |
|-----------------------|-------------------|
| <input type="radio"/> | A. Оперативная    |
| <input type="radio"/> | B. Долговременная |
| <input type="radio"/> | C. Зрительная     |
| <input type="radio"/> | D. Слуховая       |

Вопрос №110

81. Какой из указанных методических принципов является наиболее значимым при формировании грамматических навыков?

- |                       |                                 |
|-----------------------|---------------------------------|
| <input type="radio"/> | A. Принцип научности            |
| <input type="radio"/> | B. Принцип функциональности     |
| <input type="radio"/> | C. Принцип диалога культур      |
| <input type="radio"/> | D. Принцип опоры на родной язык |

Вопрос №111

82. Какой из указанных методических принципов является наиболее значимым при совершенствовании лексических навыков?

- |                       |                            |
|-----------------------|----------------------------|
| <input type="radio"/> | A. Принцип цикличности     |
| <input type="radio"/> | B. Принцип научности       |
| <input type="radio"/> | C. Принцип новизны         |
| <input type="radio"/> | D. Принцип диалога культур |

Вопрос №112

83. Какой из указанных видов чтения является приоритетным на первом году изучения иностранного языка?

<input type="radio"/>	A. Просмотровое
<input type="radio"/>	B. Изучающее
<input type="radio"/>	C. Поисковое
<input type="radio"/>	D. Чтение в слух

**Вопрос №113**

84. Какая из частей в структуре письма-рассуждения занимает второе место?	
<input type="radio"/>	A. Заключение
<input type="radio"/>	B. Постановка проблемного вопроса
<input type="radio"/>	C. Аргументы за/против
<input type="radio"/>	D. Личное мнение по указанной проблеме

**Вопрос №114**

85. Какой из указанных критериев отбора текстов не является приоритетным при обучении иностранному языку взрослых?	
<input type="radio"/>	A. Соответствие текста возрастным и индивидуальным особенностям обучающихся
<input type="radio"/>	B. Соответствие текста уровню языковой подготовки
<input type="radio"/>	C. Наличие наглядности в тексте
<input type="radio"/>	D. Социокультурная направленность текстов

**Вопрос №115**

86. Какой из указанных методических принципов обучения иноязычному говорению не представлен концепцией Е.И Пассова?	
<input type="radio"/>	A. Принцип функциональности
<input type="radio"/>	B. Принцип двуплановости (создание положительного, эмоционального фона)
<input type="radio"/>	C. Принцип ситуативности
<input type="radio"/>	D. Принцип речемыслительной активности

**Вопрос №116**

87. Какой из указанных методов обучения является наиболее эффективным сегодня?	
<input type="radio"/>	A. Метод гувернантки
<input type="radio"/>	B. Коммуникативный метод
<input type="radio"/>	C. Грамматико-переводной метод
<input type="radio"/>	D. Аудиовизуальный метод

**Вопрос №117**

88. Какой из указанных методов используется при обучении латинскому языку?	
<input type="radio"/>	A. Прямой метод
<input type="radio"/>	B. Аудиовизуальный метод
<input type="radio"/>	C. Грамматико-переводной метод
<input type="radio"/>	D. Интенсивный метод

**Вопрос №118**

89. При изучении какой из указанных видовременных форм английского языка русскими учащимися наблюдается наибольшая интерференция?	
<input type="radio"/>	A. Present Simple
<input type="radio"/>	B. Future Simple
<input type="radio"/>	C. Present Perfect
<input type="radio"/>	D. Present Progressive

**Вопрос №119**

90. Какая из указанных функций учителя иностранного языка носит дополнительный характер?	
<input type="radio"/>	A. Воспитательная
<input type="radio"/>	B. Развивающая
<input type="radio"/>	C. Обучающая
<input type="radio"/>	D. Психотерапевтическая

Вопрос №120	
91. Объём сочинения в ЕГЭ должен составлять:	
<input type="radio"/>	A. 100-140 слов
<input type="radio"/>	B. 200-250 слов
<input type="radio"/>	C. 150-200 слов
<input type="radio"/>	D. 250-300 слов

Вопрос №121	
92. Задания в контрольно-измерительных материалах для Единого государственного экзамена по иностранным языкам распределяются на уровни :	
<input type="radio"/>	A. базовый, высокий и свободное владение языком
<input type="radio"/>	B. базовый, повышенный и высокий
<input type="radio"/>	C. повышенный и высокий
<input type="radio"/>	D. базовый и повышенный

Вопрос №122	
93. Укажите, какой программой необходимо пользоваться при планировании и осуществлении учебного процесса по предмету:	
<input type="radio"/>	A. Примерной программой, разработанной Министерством образования и науки РФ.
<input type="radio"/>	B. Программой, рекомендованной Министерством.
<input type="radio"/>	C. Авторской программой (как правило, программа автора учебника).
<input type="radio"/>	D. Рабочей программой, разработанной педагогом в соответствии с образовательной программой образовательного учреждения на основе примерной программы по предмету.

Вопрос №123	
94. Укажите правильное определение понятия «речевая деятельность» применительно к предмету «иностраный язык»:	
<input type="radio"/>	A. Практическое применение иноязычной коммуникативной компетенции в устной и письменной речи.
<input type="radio"/>	B. Умение общаться на иностранном языке.
<input type="radio"/>	C. Монологическая и диалогическая речь в совокупности.

Вопрос №124	
95. Укажите виды речевой деятельности, которые являются объектами контроля при обучении иностранному языку:	
<input type="radio"/>	A. Языковые знания и навыки.
<input type="radio"/>	B. Уровень сформированности социокультурной компетенции.
<input type="radio"/>	C. Говорение и слушание.

Вопрос №125	
96. Укажите количество крупных уровней изучения иностранного языка в соответствии с общеевропейской шкалой:	
<input type="radio"/>	A. 6 уровней
<input type="radio"/>	B. 3 уровня
<input type="radio"/>	C. 5 уровней
<input type="radio"/>	D. 4 уровня

Вопрос №126	
97. Перечень средств обучения и учебного оборудования по иностранному языку, предъявляемых при введении ФГОС, ориентирован на ...	
<input type="radio"/>	A. Обеспечение наглядности.
<input type="radio"/>	B. Создание условий для реализации требований к уровню подготовки выпускников.
<input type="radio"/>	C. Приоритет личностно-ориентированного подхода к процессу обучения.
<input type="radio"/>	D. Материально-техническое обеспечение.

Вопрос №127	
98. К внутренним критериям сформированности навыка относят	
<input type="radio"/>	A. повышение скорости выполнения задания;
<input type="radio"/>	B. повышение самостоятельности при выполнении задания;



<input type="radio"/>	C. снижение числа ошибок при выполнении задания;
<input type="radio"/>	D. отсутствие направленности сознания на форму выполнения задания.

Вопрос №128	
99. Установите правильную последовательность алгоритма работы над текстом (согласно методическим требованиям):	
1	5. восстановить текст, вписав пропущенные слова
2	2. понять общий смысл
3	1. просмотреть текст
4	4. найти ключевые слова, главные предложения
5	3. предвосхитить содержание по картинкам
Ответ:	

Вопрос №129	
100. Установите последовательность формирования грамматического навыка:	
1	1. трансформация
2	3. имитация
3	2. подстановка
4	4. комбинирование
Ответ:	

Вопрос №130	
Прочитайте текст и выберите наиболее подходящий вариант ответа. (1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. Although economics was probably the most important determinant; it is not the only explanation for the baby boom. (6)The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy. (12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths. B20. Which of the following best characterizes the organization of the passage?	
<input type="radio"/>	A. The second paragraph introduces a problem not mentioned in the first.
<input type="radio"/>	B. The second paragraph presents the effect of circumstances described in the first paragraph.
<input type="radio"/>	C. The second paragraph provides a functional account to illustrate a problem presented in the first.
<input type="radio"/>	D. The second paragraph argues against a point made in the first.

Вопрос №131	
Прочитайте текст и выберите наиболее подходящий вариант ответа. (1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. Although economics was probably the most important determinant; it is not the only explanation for the baby boom. (6)The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy. (12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths	

aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.	
B19. Where in the passage does the author refer to the attitude of Americans toward raising a family in the 1950's and 1960's?	
<input type="radio"/>	A. Sentence 12
<input type="radio"/>	B. Sentence 1
<input type="radio"/>	C. Sentences 6, 7
<input type="radio"/>	D. Sentence 15

<b>Вопрос №132</b>	
Прочитайте текст и выберите наиболее подходящий вариант ответа.	
(1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. (5) Although economics was probably the most important determinant; it is not the only explanation for the baby boom. (6) The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy. (12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.	
B18. The word "inevitably" is closest in meaning to	
<input type="radio"/>	A. Irrationally
<input type="radio"/>	B. Impartially
<input type="radio"/>	C. Unwillingly
<input type="radio"/>	D. Unavoidably

<b>Вопрос №133</b>	
Прочитайте текст и выберите наиболее подходящий вариант ответа.	
(1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. (5) Although economics was probably the most important determinant; it is not the only explanation for the baby boom. (6) The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy. (12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.	
B17. The "custodial rhetoric" refers to	
<input type="radio"/>	A. Running an orderly household
<input type="radio"/>	B. Keeping older individuals in school
<input type="radio"/>	C. Raising a family
<input type="radio"/>	D. Maintaining discipline in the classroom

<b>Вопрос №134</b>
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Прочитайте текст и выберите наиболее подходящий вариант ответа.	
(1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. (6)The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy. (12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.	
B16. The word "inadequate" is closest in meaning to	
<input type="radio"/>	A. Expanded
<input type="radio"/>	B. Innovative
<input type="radio"/>	C. Specialized
<input type="radio"/>	D. Deficient

Вопрос №135	
Прочитайте текст и выберите наиболее подходящий вариант ответа.	
(1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. (6)The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy. (12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.	
B15. According to the passage, why did teachers leave the teaching profession after the outbreak of the war?	
<input type="radio"/>	A. Other jobs provided higher salaries.
<input type="radio"/>	B. They needed to be retrained.
<input type="radio"/>	C. They were dissatisfied with the curriculum.
<input type="radio"/>	D. Teaching positions were scarce.

Вопрос №136	
Прочитайте текст и выберите наиболее подходящий вариант ответа.	
(1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. (6)The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy.	

<p>(12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.</p>	
<p>B14. The public schools of the 1950's and 1960's faced all of the following problems EXCEPT</p>	
<input type="radio"/>	A. A shortage of teachers
<input type="radio"/>	B. Old-fashioned facilities
<input type="radio"/>	C. An inadequate number of school buildings
<input type="radio"/>	D. A declining number of students

<p>Вопрос №137</p>	
<p>Прочитайте текст и выберите наиболее подходящий вариант ответа.</p>	
<p>(1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. (6)The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy.</p>	
<p>(12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.</p>	
<p>B13. The word "overtaxed" is closest in meaning to</p>	
<input type="radio"/>	A. Plentifully supplied
<input type="radio"/>	B. Heavily burdened
<input type="radio"/>	C. Charged too much
<input type="radio"/>	D. Well prepared

<p>Вопрос №138</p>	
<p>Прочитайте текст и выберите наиболее подходящий вариант ответа.</p>	
<p>(1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. (6)The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy.</p>	
<p>(12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.</p>	
<p>B12. The word "it" refers to</p>	
<input type="radio"/>	A. 1955
<input type="radio"/>	B. Economics
<input type="radio"/>	C. The baby boom
<input type="radio"/>	D. Value

Вопрос №139

Прочитайте текст и выберите наиболее подходящий вариант ответа.

(1) One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950's and 1960's on the schools. In the 1920's, but especially in the Depression conditions of the 1930', the United States experienced a declining birth rate - every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936 and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950 and 118 in 1955. (5) Although economics was probably the most important determinant; it is not the only explanation for the baby boom. (6) The increased value placed on the idea of the family also helps to explain this rise in birth rates. (7) The baby boomers began streaming into the first grade by the mid-1940's and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, the same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed large numbers of teachers left their profession for better-paying jobs elsewhere in the economy. (12) Therefore, in the 1950's and 1960's, the baby boom hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930's and early 1940's no longer made sense; that is, keeping youths aged sixteen and older out of the labour market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. (15) The system no longer had much interest in offering nontraditional new and extra services to older youths.

B11. What does the passage mainly discuss?

- A. The impact of the baby boom on public education.
- B. The role of the family in the 1950's and 1960's.
- C. Birth rate in the United states in the 1930's and 1940's.
- D. The teaching profession during the baby boom.

Вопрос №140

Прочитайте текст и выберите наиболее подходящий вариант ответа.

Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.

Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to 6 months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.

Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.

B10. Which of the following types of food preservation was NOT mentioned in the passage?

- A. Cold storage
- B. Canning
- C. Drying
- D. Chemical additives

Вопрос №141

Прочитайте текст и выберите наиболее подходящий вариант ответа.

Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.

Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to 6 months of the year. In addition, increased use of iceboxes

<p>enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.</p> <p>Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.</p> <p>B9. The word "nevertheless" is closest in meaning to</p>	
<input type="radio"/>	A. Because
<input type="radio"/>	B. However
<input type="radio"/>	C. Therefore
<input type="radio"/>	D. Occasionally

<p>Вопрос №142</p> <p>Прочитайте текст и выберите наиболее подходящий вариант ответа.</p> <p>Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.</p> <p>Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to 6 months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.</p> <p>Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.</p> <p>B8. The author implies that in the 1920's and 1930's home deliveries of ice</p>	
<input type="radio"/>	A. Decreased in number
<input type="radio"/>	B. Increased in cost
<input type="radio"/>	C. Were on an irregular schedule
<input type="radio"/>	D. Occurred only in summer

<p>Вопрос №143</p> <p>Прочитайте текст и выберите наиболее подходящий вариант ответа.</p> <p>Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.</p> <p>Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to 6 months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.</p> <p>Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.</p> <p>B7. The word "fixture" is closest in meaning to</p>	
<input type="radio"/>	A. Substance
<input type="radio"/>	B. Commonplace object
<input type="radio"/>	C. Mechanical device
<input type="radio"/>	D. Luxury item

<p>Вопрос №144</p>	
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Прочитайте текст и выберите наиболее подходящий вариант ответа.	
<p>Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.</p> <p>Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to 6 months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.</p> <p>Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.</p> <p>The word "them" refers to</p>	
<input type="radio"/>	A. Distances
<input type="radio"/>	B. Perishables
<input type="radio"/>	C. Growers
<input type="radio"/>	D. Refrigerator cars

Вопрос №145	
<p>Прочитайте текст и выберите наиболее подходящий вариант ответа.</p> <p>Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.</p> <p>Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to 6 months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.</p> <p>Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.</p> <p>B5. It can be inferred that railroad refrigerator cars came into use</p>	
<input type="radio"/>	A. After 1920
<input type="radio"/>	B. Before 1860
<input type="radio"/>	C. Before 1890
<input type="radio"/>	D. After 1900

Вопрос №146	
<p>Прочитайте текст и выберите наиболее подходящий вариант ответа.</p> <p>Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.</p> <p>Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to 6 months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's</p>	

and 1930's.	
Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.	
B4. During the 1860's, canned food products were	
<input type="radio"/>	A. Available in limited quantities
<input type="radio"/>	B. Shipped in refrigerator cars
<input type="radio"/>	C. A staple part of the American diet
<input type="radio"/>	D. Unavailable in rural areas

Вопрос №147	
Прочитайте текст и выберите наиболее подходящий вариант ответа.	
Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.	
Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to 6 months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.	
Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.	
B3. The word "prevent" is closest in meaning to	
<input type="radio"/>	A. Correct
<input type="radio"/>	B. Estimate
<input type="radio"/>	C. Confine
<input type="radio"/>	D. Avoid

Вопрос №148	
Прочитайте текст и выберите наиболее подходящий вариант ответа.	
Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.	
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Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.	
B2. The phrase "in season" refers to	
<input type="radio"/>	A. An official schedule
<input type="radio"/>	B. A method of flavouring food.
<input type="radio"/>	C. A kind of weather.
<input type="radio"/>	D. A particular time of year.

Вопрос №149	
Прочитайте текст и выберите наиболее подходящий вариант ответа.	
Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking and salting could preserve meat only for a short time, but the availability of fresh meat, like that of fresh milk, was very	



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Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables and dairy products to achieve more varied fare.

What does the passage mainly discuss?

- |                       |   |
|-----------------------|---|
| <input type="radio"/> | A. Population movements in the 19th century.            |
| <input type="radio"/> | B. Commercial production of ice.                        |
| <input type="radio"/> | C. Inventions that led to changes in the American diet. |
| <input type="radio"/> | D. Causes of food spoilage.                             |