

**ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ**

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

The first queen (1) \_\_\_\_\_ England in her own right, she was known as 'Bloody Mary' for her persecution of Protestants in a vain attempt to restore Catholicism in England.

Mary was born at Greenwich on 18 February 1516, the only surviving child of Henry VIII and Catherine of Aragon. Her life was (2) \_\_\_\_\_ altered when Henry divorced Catherine to marry Anne Boleyn.

After Anne Boleyn bore Henry another daughter, Elizabeth, Mary was forbidden (3) \_\_\_\_\_ to her parents and stripped of her title of princess. Mary never saw her mother again. With Anne Boleyn's fall, there was a chance of reconciliation between father and daughter, but Mary refused to (4) \_\_\_\_\_ her father as head of the church. She eventually agreed to submit to her father and Mary returned to court and was given a household (5) \_\_\_\_\_ to her position. She was named as heir (6) \_\_\_\_\_ the throne after her younger brother Edward, born in 1537.

Edward VI succeeded his father in 1547 and, under the protectorate of the Duke of Northumberland, zealously promoted Protestantism. Mary, (7) \_\_\_\_\_, remained a devout Catholic. When it became clear that Edward was dying, Northumberland (8) \_\_\_\_\_ plans for his daughter-in-law, Lady Jane Grey, to take the throne in Mary's place.

On Edward's death in 1553, Jane was briefly acclaimed queen. But Mary (9) \_\_\_\_\_ widespread popular support and within days made a triumphal entry into London. (10) \_\_\_\_\_ queen, she was determined to re-impose Catholicism and marry Philip II of Spain. (11) \_\_\_\_\_ policy was popular. Philip was Spanish and therefore distrusted, and many in England now had a vested interest in the prosperity of the Protestant church, (12) \_\_\_\_\_ church lands and money after Henry dissolved the monasteries.

In 1554, Mary crushed a rebellion led by Sir Thomas Wyatt. Making (13) \_\_\_\_\_ of her advantage, she married Philip, pressed (14) \_\_\_\_\_ with the restoration of Catholicism and revived the laws against heresy. This provoked disillusionment with Mary, deepened by an unsuccessful war against France which led to the loss of Calais, (15) \_\_\_\_\_ last possession in France, in January 1558. Childless, sick and deserted by Philip, Mary died on 17 November 1558. Her hopes for a Catholic England died with her.

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Блок 1 Вариант 5

стр. 2 из 2

1	A. ruled	B. to rule	C. ruling
2	A. very	B. deeply	C. radically
3	A. access	B. entry	C. way
4	A. remember	B. remind	C. recognise
5	A. suitable	B. available	C. reasonable
6	A. of	B. to	C. on
7	A. but	B. although	C. however
8	A. made	B. created	C. did
9	A. had been	B. was	C. had
10	A. As soon as	B. Once	C. Since
11	A. Both	B. Neither	C. The other
12	A. having received	B. receiving	C. to have received
13	A. much	B. most	C. the most
14	A. at	B. on	C. about
15	A. England	B. England's	C. The England's

**ФРАЗОВАЯ СВЯЗНОСТЬ**

*You are going to read an excerpt from a book on language policy.*

*Match two halves of the sentences below. There is one extra letter you do not need to use.*

*The beginnings of the sentences follow the same order as the full sentences in the original excerpt.*

1. In premodernity, there was little movement of individuals: aside from periods of mass migration, only particular kinds of people travelled	A as technology improved.
2. In modernity, travel became easier	B going, and emigration to the new colonies.
3. European empires involved much coming and	C in a lot of money from their deceased relatives.
4. During wartime, large numbers of people came	D into contact with new cultures and languages.
5. But by and large, once individuals and families moved, they also moved on, leaving behind old relationships and	E starting a new life with a new identity.
	F such as traders, explorers, soldiers, entertainers, and scholar-monks.

### ТЕКСТОВАЯ СВЯЗНОСТЬ

*You are going to read a film review.*

*First, 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.*

This colourful cartoon offers a charming and educational story that comes highly recommended for the youngest of children.

One morning, Winnie the Pooh awakens, his tummy rumbling. (1) \_\_\_\_\_. Pooh has no choice but to walk through Ashdown Forest and ask his friends to help him satisfy his hunger.

At first, Pooh encounters Eeyore, who has lost his tail and is very glum. Soon, everybody in Ashdown Forest is searching for the tail. (2) \_\_\_\_\_. Then they start a contest in order to find a A ... new tail. They try out everything they B ... across, even a balloon and a stuffed elk head; still, nothing seems quite as fitting as Eeyore's old tail.

"Winnie the Pooh" continues Disney's trend of producing traditional, hand drawn cartoons. The film is based on three stories from A. A. Milne's books, and it stays very true to the stories and the style of the Winnie the Pooh cartoons made in the 1960s. As such, the film is both a celebration, as well as a C ... of some great classic stories for a new generation.

(3) \_\_\_\_\_. The narrator talks to the characters, the characters D ... to letters on the screen, and every now and then fun musical numbers liven things up.

(4) \_\_\_\_\_. For example, when Pooh asks what a paragraph is, he gets a fun explanation that illustrates the answer in an excellent way for children.

(5) \_\_\_\_\_. When the film is finished, children will be left with a clear idea of the value of E ... your friends before your own needs.

F brand
G come
H continuation
I helping
J putting
K relate

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Блок 1 Вариант 5

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6. Christopher Robin makes a "Wanted" poster.
7. He's furious at his friends because they have stolen his nice new rattle.
8. He's really hungry for honey, but all his jars are empty.
9. In addition, the film has a wide variety of pedagogic elements.
10. The film is pure interactive fun.
11. The message is about friendship, togetherness and the importance of working together.

## ПОНИМАНИЕ ПИСЬМЕННОГО ТЕКСТА

*You are going to read an article from an encyclopaedia on language. 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.*

A dance form with a long history, ballet enjoys great popularity. Like painting or music, ballet consists of a basic technique that individual artists can change to express their own feelings and stories.

The beginnings of classical dance can be traced to the Middle Ages. First performed as part of feasts and pageants, dances moved into ballrooms and finally into theaters. They were performed between the acts of comedies, tragedies and operas.

When the Italian Catherine de Médici married King Henry II of France, she brought from Italy a taste for dancing. Her encouragement established court ballet, or ballet de cour, as the foundation of classical ballet. The court ballet dates from a performance at a court wedding in 1581. In 1588 Thoinot Arbeau published a book crucial in the development of ballet. It was called *Orchésographie*, and it set forth the dance steps and rhythms that became the ballet postures and movements in the 1600s and 1700s.

The French king Louis XIV, who had a keen interest in dance, established the Académie Royale de Danse, or the Royal Academy of Dance, in 1661.

In the same year, the first comédie-ballet, with text by the playwright Molière and music by Jean-Baptiste Lully, was presented. In this comédie-ballet the scenes of a play separated dances. In his opéra-ballets, another dramatic entertainment that used dance extensively, Lully expanded the scope of dance. He improved the musical pieces to which dancers performed. Greater use was made of dancers' arms and legs, as well as the space on the stage. Under the guidance of Lully and the ballet master Pierre Beauchamps, ballet emerged as a performing art.

In the 1700s choreographers tried to avoid an old-fashioned style of movement and aimed instead for newer, more expressive gestures. Choreographers are those who design the steps and movements of ballet and other dances. Dancing became highly personal and creative, and individual performers often added steps and gestures of their own.

It was during this time that the first great individual performers started to be recognized. Among the most beloved dancers was Marie Camargo. She shortened her skirt a few inches to allow audience members to better see and appreciate her footwork.

1. Dancers were not allowed to depart from the established traditions and rules in dance.
2. France influenced the development of ballet.
3. Only women were allowed to dance in France.
4. The first classical plays were a mixture of art forms.
5. Changes to costume were made to accentuate the dancers' skills.

## 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 must be given in your own words.*

During the Middle Ages the Latin word *universitas* referred to any type of community. When used in its modern sense as a place for advanced learning, it usually required the addition of other words such as "masters and scholars." The term that was normally used to describe a legally chartered school of teachers and students was *studium generale*, meaning a place of study open to students from all parts. The *universitas* was a group of teachers or students (or perhaps both) within the *studium*. A *studium* was quite similar to a guild in both origin and composition. The beginners were essentially apprentices, called bachelors, while the teachers were the masters.

The *studium* probably emerged when the bishop of a diocese gave a teacher permission to operate a school other than the local cathedral or monastery school. It is likely that a license to teach was granted to a master after a formal examination. The *studium* itself became a school that granted a teaching license to its scholars after they completed a prescribed course of study and passed examinations.

By the 11th or 12th century no *studium generale* could be started without a license from either a church or governmental official. Teachers and students, who were mostly either clergy or future clergy, enjoyed certain privileges. In 1158 the Holy Roman emperor Frederick I Barbarossa granted those in his jurisdiction protection from unjust arrest, the right of trial before their peers, and permission to dwell in security. Such privileges were gradually enlarged to include protection from extortion in financial dealings and the right to stop attending lectures as a protest against grievances or outside interference with established rights.

Gradually certain schools—especially Bologna and Paris—gained international recognition, and students flocked to them. Their reputations allowed graduates of those schools to teach anywhere else. To promote the quality of certain schools, the popes and emperors granted special licenses or charters. In 1233, for example, Pope Gregory IX issued a document to the school at Toulouse allowing anyone who had been admitted to a doctorate at the school to teach anywhere without further examination. By the end of the 14th century the term *universitas* had displaced *studium* and was used by itself to describe the better-known schools of Europe.

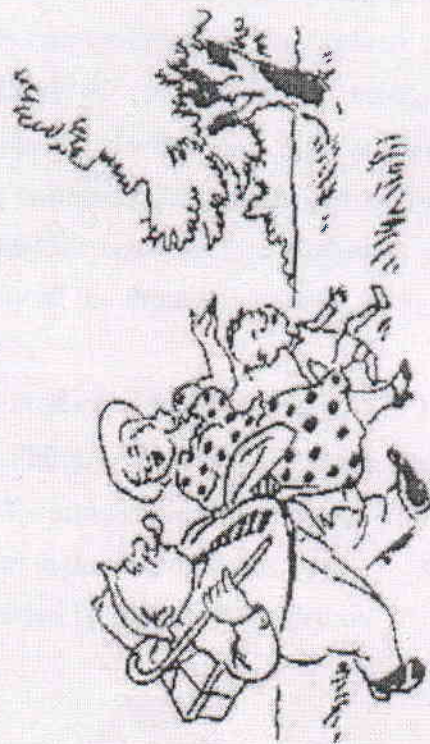
1. What did the term 'university' use to mean?
2. How do you understand *studium*?
3. Who gave an authorization to start a school?
4. What benefits did students have in the Middle Ages?
5. How did the term 'university' evolve?

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.

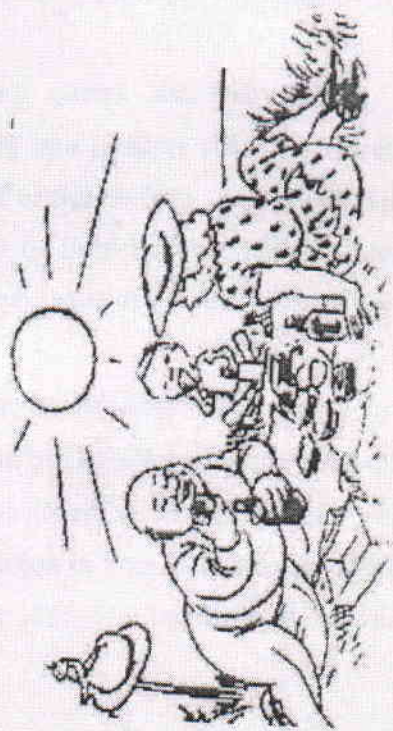
1



2



3



4

