

## АНГЛИЙСКИЙ ЯЗЫК

11 класс, 2 полугодие

Темы для аттестации: Wonders of the world; Man as the greatest wonder of the world.

### № 1. Reading

Read the text and do the tasks (1—6) after it circling one of the letters (A—C).

#### ■ Ernest Shackleton ■

The BBC initiated the programme *100 Greatest Britons* which was broadcast in 2002. The programme was the result of a vote conducted to determine who the United Kingdom public considers the greatest British people have been in history.

The poll resulted in some unlikely and controversial candidates including Guy Fawkes, who was executed for trying to blow up the Parliament of England; King Richard III, suspected of murdering his nephews; James Connolly, an Irish nationalist who was executed by the Crown in 1916. In addition to the British natives, some notable non-British entrants were listed as well. These included former *Queen* frontman Freddie Mercury, who was born in Zanzibar when it was a British colony. Both Alfred the Great and Boudica are from an era where *Britishness* was a concept of the future.

The top 19 entries were exclusively of self-declared English origin, one of them is Sir Ernest Shackleton (February 15, 1874 — January 5, 1922) who was born into an English family settled in Ireland when that country was still part of the UK. He was an Anglo-Irish explorer who was one of the principal figures of the period known as the Heroic Age of Antarctic Exploration. His first experience of the polar regions had been as third officer on Captain Scott's Discovery Expedition, 1901—1904, from which he was sent home early on health grounds.

Determined to make amends for this perceived personal failure, he returned to Antarctica in 1907 as leader of the Nimrod Expedition. In



Ernest Henry Shackleton



January 1909 he and three companions made a southern march which established a record Farthest South latitude, by far the closest convergence on either Pole in exploration history. For this achievement, Shackleton was knighted by King Edward VII on his return home.

After the race to the South Pole ended in 1912 with Roald Amundsen's conquest, Shackleton turned his attention to what he said was the one remaining great object of Antarctic journeying — the crossing of the continent from sea to sea, via the Pole. To this end he made preparations for what became the Imperial Transantarctic Expedition, 1914—1917. Disaster struck this expedition when its ship, *Endurance*, was trapped in pack ice. It was slowly crushed, before the shore parties could be landed. There followed a dramatic sequence of exploits, and an ultimate escape with no lives lost. Those events would eventually assure Shackleton's heroic status, although this was not immediately evident.

In 1921 he went back to Antarctica with the Shackleton-Rowett Expedition, intending to carry out a programme of scientific and survey activities. Before the expedition could begin this work, Shackleton died of a heart attack while his ship, *Quest*, was moored in South Georgia. At his family's request he was buried there.

1. The BBC \_\_\_\_\_ 100 greatest Britons in 2002.
  - A. launched the programme about
  - B. chose
  - C. determined
2. The list included \_\_\_\_\_.
  - A. only British subjects
  - B. only English subjects
  - C. British and non-British candidates
3. Shackleton returned to Antarctica in 1907 to \_\_\_\_\_.
  - A. make a new record
  - B. compensate for his previous unsuccessful expedition
  - C. meet captain Scott again
4. Sir Ernest Shackleton was born in \_\_\_\_\_.
  - A. the UK
  - B. the Republic of Ireland
  - C. England



5. Sir Ernest Shackleton was awarded the title of \_\_\_\_\_ for his record.
- baronet
  - knight
  - king
6. The Imperial Transantarctic Expedition in 1914—1917 was meant to \_\_\_\_\_.
- make a journey of Antarctica from coast to coast
  - discover the Pole
  - to rescue the *Endurance*
7. Shackleton proved his heroic status by the fact that \_\_\_\_\_.
- his people reached the South Pole
  - his command managed to prevent the ship from being crushed
  - no people died during his last expedition.
8. He met his death on board the ship \_\_\_\_\_.
- before the expedition started its work
  - after the expedition finished its work
  - in the process of making scientific research

## № 2. Vocabulary

Match the words in the columns to form phrases and use them in the right forms in the sentences that follow.

### A

admit  
alight  
attachment  
tragic  
drench  
gain  
glow  
live  
mutter something  
prick

### B

to the skin  
strength  
consequences  
defeat  
with happiness  
from the train  
in misery  
to himself  
his ears  
to the family

1. I will fight to the end as I cannot \_\_\_\_\_ and accept that my friend may be dying. 2. After two hours' journey the whole company \_\_\_\_\_ and walked along the station. 3. We were \_\_\_\_\_ and absolutely cold after walking under the rain. 4. The policemen heard the victim \_\_\_\_\_ something \_\_\_\_\_ behind their backs. 5. She stopped talking and \_\_\_\_\_. 6. The title



is taken from a story by Andersen about a girl whose pride had \_\_\_\_\_ . 7. That old woman had been \_\_\_\_\_ and poverty all her life. 8. He spoke so passionately and devotedly that her face \_\_\_\_\_ at these words. 9. This political movement was \_\_\_\_\_ from year to year. 10. She never lived alone as she had a strong \_\_\_\_\_ .

### № 3. Grammar

Choose the right words to complete the sentences.

1. She sank (*back/down*) on the pillow and closed her eyes.
2. His voice sank (*to/in*) a conspiratorial whisper.
3. The implication of his smile took a while to sink (*in/back*).
4. That revenge he had been suffering from sank (*in/to*) his heart.

Match the underlined adverbial clauses with their types.

- |  |                       |                       |
|--|-----------------------|-----------------------|
| 1. Alice went to the city <u>where she was born.</u>   | <input type="radio"/> | a) conditional clause |
| 2. <u>As we had some doubts about the accuracy of the information,</u> we couldn't accept their offer. | <input type="radio"/> | b) purpose clause     |
| 3. I had to live in the country so as to be able to <u>look after my invalid cousin.</u>               | <input type="radio"/> | c) time clause        |
| 4. She behaves <u>as if she were a child.</u>  | <input type="radio"/> | d) clause of manner   |
| 5. He won't be tired <u>when he comes.</u>   | <input type="radio"/> | e) result clause      |
|  | <input type="radio"/> | f) place clause       |
|  | <input type="radio"/> | g) contrast clause    |
|  | <input type="radio"/> | h) reason clause      |



Read the text about one of the seven Russian wonders. Complete it with the correct words derived from the words in bold on the right.

## Mamayev Kurgan (Part II)

After the war, the 1. \_\_\_\_\_ was made to honour the 2. \_\_\_\_\_ efforts of those who lost their lives in the Battle of Stalingrad by building a memorial complex on the hill. This was 3. \_\_\_\_\_ done between 1959 and 1967. Among other things, the complex features a 4. \_\_\_\_\_ statue called *The Motherland Calls!* It features a concrete sculpture of a woman holding a sword. The 5. \_\_\_\_\_ figure itself measures 52 metres, and the sword — 33 metres. 200 steps which 6. \_\_\_\_\_ the 200 days of the Battle of Stalingrad lead from the bottom of the hill to the monument. The sculptor was Yevgeny Vuchetich (the 7. \_\_\_\_\_ Russian sculptor of 8. \_\_\_\_\_ descent). The model who posed for *Motherland*, Valentina Izotova, a native of the city, is still recognised for her 9. \_\_\_\_\_ to the statue. She was recruited by Lev Maistrenko, an 10. \_\_\_\_\_ who was working on the 11. \_\_\_\_\_ complex in the early 1960s.

**decide**  
**courage**

**eventual**

**mass**

**magnify**

**symbol**

**fame**  
**Serbia**

**resemble**

**art**  
**memory**



**Write five sentences of your own using:**

- 1) ... could have + participle II ...
- 2) ... might have + participle II ...
- 3) ... may have + participle II ...
- 4) ... must have + participle II ...
- 5) ... can't have (couldn't have) + participle II ...

#### **№ 4. Writing**

You have received a letter from your English-speaking pen friend Mike who writes:

*... My parents make me earn my pocket money by doing the housework. They try to make me save up and then buy some big thing. But I need pocket money for other things like going out with my friends.*

*Do you have to earn your pocket money in any way? What do you spend your pocket money on? What do your parents think of the way you spend it?*

*This year I'm working hard to prepare for my finals...*

Write a letter to Mike.

In your letter:

- answer his questions;
- ask **3 questions** about his final exams.

Write **100-140 words**.

Remember the rules of letter writing.