

**ЕДИНЫЙ ГОСУДАРСТВЕННЫЙ ЭКЗАМЕН**

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**John Parsons**

# **АНГЛИЙСКИЙ ЯЗЫК**

## ***ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ***

*Задачи к разделам*

- аудирование*
- чтение*
- грамматика и лексика*
- письмо*

*Тексты к аудиозаписям*

*Ответы ко всем заданиям*

*Критерии оценивания*

*Компакт-диск*

*с текстами для аудирования*

**Центр изучения английского языка  
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Данное пособие ориентировано на подготовку учащихся для успешной сдачи Единого государственного экзамена по английскому языку.

Предлагаемое пособие содержит информацию о структуре и содержании ЕГЭ 2011 года по английскому языку: спецификацию и демонстрационный вариант ЕГЭ 2011 года, где отражены внесенные изменения в оформление и оценивание отдельных экзаменационных заданий.

В пособии предлагаются пять полных вариантов экзаменационной работы в формате ЕГЭ.

Материалы пособия можно использовать на занятиях под руководством учителя, а также в ходе самостоятельной подготовки к экзамену. Предложенные задания позволяют проверить и оценить уровень готовности к ЕГЭ, определить сильные и слабые стороны своей подготовки.

В данную серию входят и другие книги, где можно найти советы по формированию СТРАТЕГИЙ выполнения экзаменационных заданий ЕГЭ, что поможет сократить время на их выполнение на экзамене.

Пособие предназначено учителям английского языка и методистам, учащимся старших классов школ и всем тем, кто готовит и готовится к ЕГЭ по английскому языку.

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## **Пояснительная записка**

Данная книга продолжает новую серию учебных пособий по подготовке к ЕГЭ по английскому языку. В книге предложены 5 полных вариантов экзамена в формате ЕГЭ.

Структура тестов соответствует проекту спецификации и демоверсии ЕГЭ на 2011 год. Тематика, проблематика, языковое и речевое наполнение тестовых заданий отобраны в полном соответствии с кодификатором ЕГЭ.

Предложенные варианты тестов желательно выполнять в режиме реального времени ЕГЭ, включая заполнение бланков ответа, поскольку часто успех экзамена зависит не только от правильности выполнения заданий, но и от того, насколько точно перенесены ответы в Бланк ответа.

Материалы пособия можно использовать на занятиях под руководством учителя, а также в ходе самостоятельной подготовки к экзамену. Предложенные задания позволяют проверить и оценить уровень готовности к ЕГЭ, определить сильные и слабые стороны своей подготовки.

Если в ходе выполнения каких-либо заданий возникают трудности, то можно обратиться к другим книгам данной серии. В них можно найти советы по формированию **СТРАТЕГИЙ** выполнения каждого из типов экзаменационных заданий ЕГЭ (см. разделы «**Тренировочные задания к различным частям экзамена**», где есть информация о структуре каждой части экзаменационной работы, о цели каждого задания в данном разделе, а главное — *советы по их оптимальному выполнению*). Эти советы можно рассматривать как алгоритм, который поможет избежать потери времени на экзамене, повысить осознанность действий и концентрацию внимания на ключевых моментах каждого задания. Желательно выполнять эти задания с опорой на пошаговые рекомендации предложенного алгоритма: вспоминать, что нужно сделать до начала непосредственной работы с заданием, как эффективно выполнить задание и как самостоятельно проверить его выполнение. Если правильно следовать предложенным инструкциям, вспоминать и проговаривать их перед выполнением каждого тренировочного задания, то время на выполнение заданий будет сокращаться, т.к. будет формироваться необходимый навык, т.е. автоматизм действий.

Попробуйте выполнить полный вариант любого экзаменационного задания в начале учебного года, в середине года ЕГЭ и непосредственно перед ЕГЭ. Результат покажет, насколько Вы готовы к экзамену.

**Желаем успеха!**

# **СПЕЦИФИКАЦИЯ**

## **контрольных измерительных материалов**

### **Единого государственного экзамена по иностранным языкам**

#### **1. Назначение экзаменационной работы**

Контрольные измерительные материалы позволяют установить уровень освоения выпускниками Федерального компонента государственного образовательного стандарта основного общего и среднего (полного) общего образования.

Результаты единого государственного экзамена по иностранному языку признаются общеобразовательными учреждениями, в которых реализуются образовательные программы среднего (полного) общего образования, как результаты государственной (итоговой) аттестации, а образовательными учреждениями среднего профессионального образования и образовательными учреждениями высшего профессионального образования как результаты вступительных испытаний по иностранному языку.

#### **2. Документы, определяющие содержание экзаменационной работы**

1. Федеральный компонент государственных стандартов основного общего и среднего (полного) общего образования, базовый и профильный уровень (Приказ Минобрнауки России № 1089 от 05.03.2004 г.).

2. Примерные программы по иностранным языкам // Новые государственные стандарты по иностранному языку 2–11 классы / Образование в документах и комментариях. — М.: АСТ. Астрель, 2004.

3. Программы общеобразовательных учреждений. Английский язык для 10–11 классов школ с углубленным изучением иностранных языков. — М.: Просвещение, 2003.

4. Программы для общеобразовательных учреждений. Немецкий язык для общеобразовательных школ с углубленным изучением немецкого языка. — М.: издательство «Просвещение», издательство МАРТ, 2004.

5. Программы общеобразовательных учреждений. Французский язык для 1–11 классов школ с углубленным изучением иностранных языков. — М.: Просвещение, 2001.

6. Программы общеобразовательных учреждений. Испанский язык для 5–11 классов школ с углубленным изучением иностранных языков. — М.: Просвещение, 2005.

При разработке КИМ также учитываются:

7. Общеввропейские компетенции владения иностранным языком: Изучение, преподавание, оценка. — МГЛУ, 2003.

#### **3. Структура экзаменационной работы**

Экзаменационная работа включает разделы «Аудирование», «Чтение», «Грамматика и лексика» и «Письмо».

Для дифференциации экзаменуемых по уровням владения иностранным языком в пределах, сформулированных в Федеральном компоненте государственного стандарта общего образования по иностранным языкам, во все разделы включаются наряду с заданиями базового уровня задания более высоких уровней сложности.

Уровень сложности заданий определяется уровнями сложности языкового материала и проверяемых умений, а также типом задания.

В работу по иностранному языку включены задания с выбором ответа из 3-х или 4-х предложенных (28 заданий), 16 заданий открытого типа с кратким ответом, в том числе задания на установление соответствия, и 2 задания открытого типа с развернутым ответом.

Базовый, повышенный и высокий уровни сложности заданий ЕГЭ соотносятся с уровнями владения иностранными языками, определенными в документах Совета Европы<sup>1</sup> следующим образом:

Базовый уровень — A2+<sup>2</sup>

Повышенный уровень — B1

Высокий уровень — B2

Таблица 1

Распределение заданий экзаменационной работы по разделам

№	Разделы работы	Кол-во заданий	Соотношение оценок выполнения отдельных частей работы в общей оценке (в % от макс. балла)	Максимальный первичный балл	Тип заданий
1	Аудирование	15	25%	20	Задания на соответствие, с выбором ответа и с кратким ответом
2	Чтение	9	25%	20	
3	Грамматика и лексика	20	25%	20	
4	Письмо	2	25%	20	Задания с развернутым ответом
Итого		46	100%	80	

#### 4. Распределение заданий экзаменационной работы по содержанию и видам проверяемых умений и навыков

В аудировании и чтении проверяется сформированность умений понимания как основного содержания письменных и звучащих текстов, так и полного понимания соответствующих текстов. Кроме того, в чтении проверяется понимание структурно-смысловых связей текста, а в аудировании — понимание в прослушиваемом тексте запрашиваемой информации или определение в нем ее отсутствия.

В разделе «Грамматика и лексика» проверяются навыки оперирования грамматическими и лексическими единицами на основе предложенных текстов.

В разделе «Письмо» контролируются умения создания различных типов письменных текстов.

Соотношение проверяемых умений и навыков и первичных баллов представлено в таблице 2.

<sup>1</sup> Общеевропейские компетенции владения языком: Изучение, преподавание, оценка. МГЛУ, 2003.

<sup>2</sup> Поскольку весь возможный спектр уровней владения иностранным языком представлен в документе Совета Европы лишь шестью уровнями, очевидно, что внутри каждого из них можно выделять определенные подуровни. Обозначение базового уровня ЕГЭ как A2+ означает, что из описания уровня A2 для подготовки заданий базового уровня разработчики ориентируются на дескрипторы, лежащие ближе к уровню B1, а не к A1.

Таблица 2

**Распределение заданий экзаменационной работы по содержанию и видам проверяемых умений и навыков**

Проверяемые умения и навыки	Кол-во заданий	Максимальный первичный балл	Процент от максимального тестового балла
Аудирование			
Понимание основного содержания прослушанного текста	1	6	25%
Понимание в прослушанном тексте запрашиваемой информации	7	7	
Полное понимание прослушанного текста	7	7	
Чтение			
Понимание основного содержания текста	1	7	25%
Понимание структурно-смысловых связей текста	1	6	
Полное и точное понимание информации в тексте	7	7	
Грамматика и лексика			
Грамматические навыки	7	7	25%
Лексико-грамматические навыки	6	6	
Лексико-грамматические навыки	7	7	
Письмо			
Письмо личного характера	1	6	25%
Письменное высказывание с элементами рассуждения по предложенной проблеме	1	14	

**5. Распределение заданий экзаменационной работы по уровню сложности**

В разделах «Аудирование» и «Чтение» представлены задания, относящиеся к трем разным уровням сложности. В разделе «Грамматика и лексика» – к двум (базовому и повышенному). В разделе «Письмо» задания относятся к базовому и высокому уровням сложности.

Распределение заданий по уровням сложности представлено в следующей таблице.

Таблица 3

**Распределение заданий по уровням сложности**

Уровень сложности заданий	Кол-во заданий	Максимальный первичный балл	Процент максимального первичного балла за задания данного уровня сложности от максимального тестового балла
Базовый	16	32	40%
Повышенный	15	20	25%
Высокий	15	28	35%
Итого	46	80	100%

Задания в экзаменационной работе располагаются по возрастающей степени трудности внутри каждого раздела работы.



## 6. Жанрово-стилистическая принадлежность текстов, используемых в разделах «Аудирование» и «Чтение»

**Аудирование:** высказывания собеседников в распространенных стандартных ситуациях повседневного общения, прагматические (объявления) и публицистические (интервью, репортажи) аудиотексты.

**Чтение:** публицистические, художественные, научно-популярные и прагматические тексты.

Распределение текстов определенной жанрово-стилистической принадлежности по заданиям разного уровня сложности представлено в таблице 4.

Таблица 4

	Аудирование	Чтение
Базовый	Краткие высказывания информационно-прагматического характера	Краткие тексты информационного и научно-популярного характера
Повышенный	Беседа или высказывание в стандартных ситуациях повседневного общения	Публицистические (напр. рецензия) и научно-популярные тексты
Высокий	Интервью, развернутое тематическое высказывание, репортаж	Художественный или публицистический (напр. эссе) текст

## 7. Требования к отбору текстов

Тексты, используемые для заданий всех разделов, должны отвечать следующим требованиям:

- выбранный отрывок должен характеризоваться законченностью, внешней связностью и внутренней осмысленностью;
- содержание должно учитывать возрастные особенности выпускника, не должно выходить за рамки коммуникативного, читательского и жизненного опыта экзаменуемого;
- текст должен соответствовать жанру, указанному в описании задания;
- содержание не должно дискриминировать экзаменуемых по религиозному, национальному и другим признакам;
- текст не должен быть перегружен информативными элементами: терминами, именами собственными, цифровыми данными;
- языковая сложность текста должна соответствовать заявленному уровню сложности задания (базовый, повышенный, высокий).

## 8. Система оценивания отдельных заданий и работы в целом

За верное выполнение каждого задания с выбором ответа и с кратким ответом ученик получает 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

Уровень сформированности комплекса продуктивных речевых умений и навыков выпускников определяется экспертами, прошедшими специальную подготовку для проверки заданий ЕГЭ 2011 года в соответствии с Методическими рекомендациями по оцениванию заданий с развернутым ответом, подготовленными ФИПИ, на основе Критериев и схем оценивания вы-

полнения заданий разделов «Письмо» (задания С1–С2), а также дополнительных схем оценивания конкретных заданий.

Особенностью оценивания заданий С1–С2 является то, что при получении экзаменуемым 0 баллов по критерию «Содержание» все задание оценивается в 0 баллов.

При оценивании заданий раздела «Письмо» (С1–С2) следует учитывать такой параметр, как объем письменного текста, выраженный в количестве слов. Требуемый объем для личного письма С1 — 100–140 слов; для развернутого письменного высказывания С2 — 200–250 слов. Допустимое отклонение от заданного объема составляет 10%. Если в выполненном задании С1 менее 90 слов или в задании С2 менее 180 слов, то задание проверке не подлежит и оценивается в 0 баллов. При превышении объема более чем на 10%, т.е. если в выполненном задании С1 более 154 слов или в задании С2 более 275 слов, проверке подлежит только та часть работы, которая соответствует требуемому объему. Таким образом, при проверке задания С1 отсчитываются от начала работы 140 слов, задания С2 — 250 слов и оценивается только эта часть работы.

За верное выполнение всех заданий экзаменационной работы можно максимально получить 80 первичных баллов. Первичные баллы переводятся в итоговые по 100-балльной шкале и фиксируются в свидетельстве о результатах ЕГЭ для поступления в ссузы и вузы. В свидетельстве выставляются результаты ЕГЭ по иностранному языку при условии, если выпускник набрал количество итоговых баллов не ниже минимального, установленного приказом Рособрнадзора.

## 9. Минимальное количество баллов ЕГЭ

После проведения экзамена Рособрнадзор устанавливает минимальные количества баллов ЕГЭ по иностранному языку, подтверждающие освоение выпускником программы среднего (полного) общего образования по иностранному языку.

Минимальная граница ЕГЭ по иностранному языку определяется объемом знаний и умений, без которых в дальнейшем невозможно продолжение образования в учреждениях среднего профессионального и высшего профессионального образования.

Экзаменуемые, набравшие не ниже минимального балла ЕГЭ по иностранному языку, должны продемонстрировать:

- понимание основного содержания иноязычного звучащего и письменного текста;
- умение создать связное письменное высказывание в жанре личного письма (дать развернутое сообщение в соответствии с коммуникативной целью, запросить информацию, соблюдать принятые в иностранном языке нормы вежливости);
- владение лексико-грамматическими и орфографическими навыками базового уровня.

## 10. Время выполнения работы

Время выполнения четырех письменных разделов экзаменационной работы — 160 мин.

Рекомендуемое время выполнения отдельных разделов:

Аудирование — 30 мин.

Чтение — 30 мин.

Грамматика и лексика — 40 мин.

Письмо — 60 мин.

## 11. План экзаменационной работы

Варианты экзаменационной работы равноценны по трудности, равнозначны по объектам контроля, параллельны по структуре.

Содержание единого государственного экзамена по иностранному языку отражено в обобщенном плане экзаменационной работы. Обобщенный план экзаменационной работы 2011 г. дается в Приложении 1.

## 12. Дополнительные материалы и оборудование

Дополнительные материалы и оборудование на экзамене по иностранному языку включают звуковоспроизводящую аппаратуру (раздел 1 «Аудирование»), аудиокассеты или компакт-диски (CD) с материалами для выполнения заданий раздела 1 «Аудирование».

## 13. Общие требования к процедуре проведения ЕГЭ

Специфика структуры и формата ЕГЭ по иностранным языкам определяет специфику кадрового обеспечения экзамена.

Проведение ЕГЭ по иностранным языкам осуществляется с привлечением специалистов по данному предмету:

1. Председатель предметной комиссии;
2. Ответственный эксперт по подготовке и проведению установочного семинара для экспертов, проверяющих выполнение заданий раздела 4 «Письмо»;
3. Эксперт, оценивающий задания в разделе «Письмо».

Кроме них привлекаются организаторы.

Для проведения ЕГЭ по иностранным языкам на ППЭ выделяются аудитории для проведения письменной части (1 аудитория на группу экзаменуемых в 15 человек).

Каждая аудитория для проведения экзамена оснащена аппаратурой, обеспечивающей качественное воспроизведение аудиозаписей.

Все ответы экзаменуемых на задания раздела 4 оцениваются двумя независимыми экспертами.

Результаты первого, второго и, при необходимости, третьего оценивания ответа экзаменуемого в разделе Письмо фиксируются экспертами в Бланках-протоколах оценивания ответов на задания С1–С2.

## 14. Рекомендации по подготовке к экзамену

При подготовке к экзамену рекомендуется использовать учебники, имеющие гриф Министерства образования и науки Российской Федерации и включенные в Федеральные перечни учебников, рекомендованных (допущенных) к использованию в образовательном процессе в образовательных учреждениях, реализующих образовательные программы общего образования и имеющих государственную аккредитацию, на 2010/2011 учебный год, а также учебные пособия, разработанные с участием ФИПИ.

## 15. Изменения в КИМ 2011 г. по сравнению с 2010 г.

Изменения в структуре и содержании КИМ ЕГЭ 2011 г. по сравнению с 2010 г. отсутствуют. Внесены изменения в схему и критерии оценивания задания С1 (личное письмо). При

сохранении общего максимального количества баллов, которое экзаменуемый может получить за успешное выполнение задания (6 баллов), оценивание производится по 3 критериям: содержание (0–2 балла), организация текста (0–2 балла), языковое оформление текста (0–2 балла).

В заданиях на установление соответствия В2, В3 (раздел «Чтение») предусмотрен переход к единообразной цифровой форме ответов, что позволит сократить число ошибок выпускников при заполнении бланков, брака при распознавании и верификации ответов экзаменуемых.

**Обобщенный план  
экзаменационной работы 2011 г. по иностранным языкам**

*Обозначение заданий в работе и бланке ответов: А — задания с выбором ответа,*

*В — задания с кратким ответом, С — задания с развернутым ответом.*

*Уровни сложности заданий: Б — базовый, П — повышенный, В — высокий.*

№	Обозначение задания в работе	Проверяемые элементы содержания	Коды проверяемых элементов содержания по кодификатору	Уровень сложности задания	Макс. балл за выполнение задания
1	2	3	4	5	6
Раздел 1. Аудирование					
1	B1	Понимание основного содержания прослушанного текста	3.1	Б	6
2	A1	Понимание в прослушанном тексте запрашиваемой информации	3.2	П	1
3	A2		3.2	П	1
4	A3		3.2	П	1
5	A4		3.2	П	1
6	A5		3.2	П	1
7	A6		3.2	П	1
8	A7		3.2	П	1
9	A8	Полное понимание прослушанного текста	3.3	В	1
10	A9		3.3	В	1
11	A10		3.3	В	1
12	A11		3.3	В	1
13	A12		3.3	В	1
14	A13		3.3	В	1
15	A14		3.3	В	1
Итого					20
Раздел 2. Чтение					
16	B2	Понимание основного содержания текста	2.1	Б	7
17	B3	Понимание структурно-смысловых связей текста	2.4	П	6
18	A15	Полное понимание информации в тексте	2.2	В	1
19	A16		2.2	В	1
20	A17		2.2	В	1

Спецификация

1	2	3	4	5	6
21	A18		2.2	В	1
22	A19		2.2	В	1
23	A20		2.2	В	1
24	A21		2.2	В	1
Итого					20
Раздел 3. Грамматика и лексика					
25	B4	Грамматические навыки	5.2.1 (англ., исп., франц.яз.)	Б	1
26	B5		5.2.2 (англ., исп. яз.)	Б	1
27	B6		5.2.3 (англ., исп., нем., франц. яз.)	Б	1
28	B7		5.2.4 (англ., исп. яз.)	Б	1
29	B8		5.2.5 (англ., исп., нем., франц. яз.)	Б	1
30	B9		5.2.6 (англ., исп., нем. яз.)	Б	1
31	B10				
32	B11	Лексико-грамматические навыки	5.3.1 (англ., нем., исп. яз.)	Б	1
33	B12		5.1.2 (франц.яз.)	Б	1
34	B13		5.2.2 (франц.яз.)	Б	1
35	B14		5.2.3 (франц.яз.)	Б	1
36	B15		5.2.6 (франц.яз.)	Б	1
37	B16			Б	1
38	A22	Лексико-грамматические навыки	5.3.3 (англ. яз.)	П	1
39	A23		5.3.3 (исп. яз.)	П	1
40	A24		5.3.3 (нем. яз.)	П	1
41	A25		5.3.2 (франц. яз.)	П	1
42	A26			П	1
43	A27			П	1
44	A28			П	1
Итого					20
Раздел 4. Письмо					
45	C1	Письмо личного характера	4.3	Б	6
46	C2	Письменное высказывание с элементами рассуждения по предложенной проблеме «Ваше мнение»	4.6	В	14
Итого					20
Всего заданий — 46, из них по типу заданий: А — 28, В — 16, С — 2; по уровню сложности: Б — 16, П — 15, В — 15. Максимальный первичный балл за работу — 80. Общее время выполнения работы — 160 мин.					

### Бланк ответов № 1

<b>» Единый государственный экзамен</b>	
<b>» Бланк ответов № 1</b>	
Заполнить гелевой или капиллярной ручкой ЧЕРНЫМИ чернилами ЗАГЛАВНЫМИ ПЕЧАТНЫМИ БУКВАМИ по следующему образцу:	
А Б В Г Д Е Ё Ж З И Й К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Ъ Ы Э Ю Я 1 2 3 4 5 6 7 8 9 0 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z,	
Район	Код предмета
□ □ □ □ □ □ □ □ □ □	□ □ □ □ □ □ □ □ □ □
Название предмета	
С приложением экзамена ознакомлен и согласен Составление номеров вариантов в задании и бланке ответов на материал Подпись участника ЕГЭ строго внутри окошка	
Резерв - 5	
□ □ □ □ □ □ □ □ □ □	

**ВНИМАНИЕ!** Все бланки и листы с контрольными измерительными материалами рассматриваются в комплексе.

**ВНИМАНИЕ!** Все бланки и листы с контрольными измерительными материалами рассматриваются в комплекте

[illegible][illegible]

## Бланк ответов № 2

	<b>Единый государственный экзамен</b>				
	<b>Бланк ответов № 2</b>				
	Регистр	Код предмета	Название предмета		Номер варианта
	Перепишите значения указанных выше полей из БЛАНКА РЕГИСТРАЦИИ. Отвечая на задания теста, пишите аккуратно и разборчиво, соблюдая разметку страницы. Не забудьте указать номер задания, на которое Вы отвечаете, например, <b>С1</b> . Условия задания переписывать не нужно.				
<b>ВНИМАНИЕ!</b> Данный бланк использовать только совместно с двумя другими бланками из данного пакета					
<div style="position: absolute; top: 0; right: 0; width: 50px; height: 50px; border: 1px solid black; text-align: center; line-height: 50px;">1</div>					

При недостатке места для ответа используйте обратную сторону бланка



**Демонстрационный вариант  
контрольных измерительных материалов  
Единого Государственного экзамена 2011 года  
по английскому языку**

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***Пояснения к демонстрационному варианту контрольных  
измерительных материалов единого государственного экзамена  
2011 года по английскому языку***

При ознакомлении с демонстрационным вариантом контрольных измерительных материалов ЕГЭ 2011 года следует иметь в виду, что задания, в него включённые, не отражают всех вопросов содержания, которые будут проверяться с помощью вариантов КИМ в 2011 году. Полный перечень вопросов, которые могут контролироваться на едином государственном экзамене 2011 года, приведен в Кодификаторе элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для единого государственного экзамена 2011 года по английскому языку.

Назначение демонстрационного варианта заключается в том, чтобы дать возможность любому участнику ЕГЭ и широкой общественности составить представление о структуре будущих КИМ, количестве заданий, их форме, уровне сложности. Приведённые критерии оценки выполнения заданий с развёрнутым ответом, включённые в этот вариант, дают представление о требованиях к полноте и правильности записи развёрнутого ответа.

Эти сведения позволят выпускникам выработать стратегию подготовки к ЕГЭ.

# **ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ КОНТРОЛЬНЫХ ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ ЕДИНОГО ГОСУДАРСТВЕННОГО ЭКЗАМЕНА 2011 ГОДА ПО АНГЛИЙСКОМУ ЯЗЫКУ**

## ***Инструкция по выполнению работы***

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 46 заданий.

Раздел 1 (Аудирование) включает 15 заданий, из которых первое — на установление соответствия и 14 заданий с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение Раздела 1 — 30 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время на выполнение Раздела 2 — 30 минут.

Раздел 3 (Грамматика и лексика) включает 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 — 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в Бланк ответов № 1.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Общее время проведения экзамена – 160 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

**Желаем успеха!**

## Раздел 1. Аудирование

**B1**

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке А–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. Buying things makes the speaker really happy.
- B. The speaker likes sweets.
- C. The speaker spends large sums of money travelling over the Internet.
- D. Having fun with friends is the speaker's favourite pastime.
- E. The speaker has an impressive collection of books.
- F. The speaker dreams of going around the world.
- G. The speaker loves wearing a lot of jewellery.

Говорящий	1	2	3	4	5	6
Утверждение						

Вы услышите телефонный разговор. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

**A1** The caller has learned about the Language Centre from the media.

- 1) True                      2) False                      3) Not stated

**A2** The centre offers a six-month course for students who want to go to college.

- 1) True                      2) False                      3) Not stated

**A3** The caller's friend is attending a US university.

- 1) True                      2) False                      3) Not stated

**A4** The new semester begins in two months.

- 1) True                      2) False                      3) Not stated

**A5** You don't need to come to the centre to sign up for the course.

- 1) True                      2) False                      3) Not stated

**A6** The centre expects convincing proof that you can afford the course.

- 1) True                      2) False                      3) Not stated

**A7** All official documents can be sent to the centre by fax.

- 1) True                      2) False                      3) Not stated

*Вы услышите интервью. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** There is a growing tendency in Kenya to
- 1) look for new farm land.
  - 2) explore new hunting areas.
  - 3) preserve native animal habitats.
- A9** According to Ben, people living around the forest area
- 1) try to domesticate some of the wild animals.
  - 2) do their best to stop deforestation in the area.
  - 3) could be in danger from wild animals.
- A10** According to Ben, an excommunicated animal is
- 1) an animal doomed to extinction.
  - 2) an aggressive and uncontrollable animal.
  - 3) an animal that needs people's help.
- A11** Ben claims that people living around the forest area make extra money
- 1) catching and selling wild animals to the zoos.
  - 2) travelling to other regions and doing odd jobs.
  - 3) trading wooden products.
- A12** The *Green Belt Movement* in Kenya aims at
- 1) effective exploitation of natural forests.
  - 2) replacing destroyed forests.
  - 3) moving people out from the forest area.
- A13** The interviewer is curious to know if
- 1) the BBC has ever shown programs about wildlife protection in Kenya.
  - 2) all the facts about safari in Kenya presented on BBC television are true.
  - 3) people in Kenya have ever seen any BBC wildlife programs.
- A14** Visitors to safari parks in Kenya are allowed to
- 1) choose their own routes.
  - 2) feed wild animals.
  - 3) drive their own cars.

*По окончании выполнения заданий В1 и А1–А14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В1, А1–А14 располагаются в разных частях бланка. В1 расположено в нижней части бланка. При переносе ответов в задании В1 буквы записываются без пробелов и знаков препинания.*

**Раздел 2. Чтение****B2**

*Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.*

1. First computers
2. Risky sport
3. Shopping in comfort
4. Difficult task

5. Professional sport
6. Shopping from home
7. New users
8. Digging for the past

- A. A group of university students from Brazil have been given the job of discovering and locating all the waterfalls in their country. It is not easy because very often the maps are not detailed. The students have to remain in water for long periods of time. Every day they cover a distance of 35 to 40 kilometers through the jungle, each carrying 40 kilos of equipment.
- B. For many years now, mail-order shopping has served the needs of a certain kind of customers. Everything they order from a catalogue is delivered to their door. Now, though, e-mail shopping on the Internet has opened up even more opportunities for this kind of shopping.
- C. Another generation of computer fans has arrived. They are neither spotty schoolchildren nor intellectual professors, but pensioners who are learning computing with much enthusiasm. It is particularly interesting for people suffering from arthritis as computers offer a way of writing nice clear letters. Now pensioners have discovered the Internet and at the moment they make up the fastest growing membership.
- D. Shopping centres are full of all kinds of stores. They are like small, self-contained towns where you can find everything you want. In a large centre, shoppers can find everything they need without having to go anywhere else. They can leave their cars in the shopping centre car park and buy everything in a covered complex, protected from the heat, cold or rain.
- E. Not many people know that, back in the fifties, computers were very big, and also very slow. They took up complete floors of a building, and were less powerful, and much slower than any of today's compact portable computers. At first, the data they had to process and record was fed in on punched-out paper; later magnetic tape was used, but both systems were completely inconvenient.
- F. Potholing is a dull name for a most interesting and adventurous sport. Deep underground, on the tracks of primitive men and strange animals who have adapted to life without light, finding unusual landscapes and underground lakes, the potholer lives an exciting adventure. You mustn't forget, though, that it can be quite dangerous. Without the proper equipment you can fall, get injured or lost.

G. Substantial remains of an octagonal Roman bath house, probably reused as a Christian baptistry, have been uncovered during a student training excavation near Faversham in Kent. The central cold plunge pool was five metres across, and stood within a structure which also had underfloor heating and hot pools, probably originally under a domed roof.

A	B	C	D	E	F	G

**B3**

*Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 – лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.*

Before the Hubble Space Telescope was launched, scientists thought they knew the universe. They were wrong.

The Hubble Space Telescope has changed many scientists' view of the universe. The telescope is named after American astronomer Edwin Hubble, A \_\_\_\_\_.

He established that many galaxies exist and developed the first system for their classifications.

In many ways, Hubble is like any other telescope. It simply gathers light. It is roughly the size of a large school bus. What makes Hubble special is not what it is, B \_\_\_\_\_.

Hubble was launched in 1990 from the "Discovery" space shuttle and it is about 350 miles above our planet, C \_\_\_\_\_.

It is far from the glare of city lights, it doesn't have to look through the air, D \_\_\_\_\_.

And what a view it is! Hubble is so powerful it could spot a fly on the moon.

Yet in an average orbit, it uses the same amount of energy as 28 100-watt light bulbs. Hubble pictures require no film. The telescope takes digital images E \_\_\_\_\_.

Hubble has snapped photos of storms on Saturn and exploding stars. Hubble doesn't just focus on our solar system. It also peers into our galaxy and beyond. Many Hubble photos show the stars that make up the Milky Way galaxy. A galaxy is a city of stars.

Hubble cannot take pictures of the sun or other very bright objects, because doing so could "fry" the telescope's instruments, but it can detect infrared and ultra violet light F \_\_\_\_\_.

Some of the sights of our solar system that Hubble has glimpsed may even change the number of planets in it.

1. which is above Earth's atmosphere.
2. which are transmitted to scientists on Earth.
3. which is invisible to the human eye.
4. who calculated the speed at which galaxies move.
5. so it has a clear view of space.
6. because many stars are in clouds of gas.
7. but where it is.

A	B	C	D	E	F

*Прочитайте текст и выполните задания А15–А21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

### The Slob's Holiday

My husband and I went to Reno for our holiday last year. "Isn't that place where people go to get a quickie divorce?" asked my second son? 'Yes', I said, trying to look enigmatic and interesting. 'You are not getting divorced, are you?' he asked bluntly. 'No,' I said, 'we are going to an outdoor pursuit trade fair. The children sighed with relief and slouched away, muttering things like 'boring'. I call them children, but they are all grown up. My eldest son has started to develop fine lines around his eyes – fledgling crow's feet. A terrible sight for any parent to see. Anyway, the piece isn't about children. It's about holidays.

The first thing to be said about holidays is that anybody who can afford one should be grateful. The second thing is that planning holidays can be hard work. In our household it starts with somebody muttering, 'I suppose we ought to think about a holiday.' This remark is usually made in July and is received glumly, as if the person making it has said 'I suppose we ought to think about the Bolivian balance of payment problems.'

Nothing much happens for a week and then the potential holiday-makers are rounded up and made to consult their diaries. Hospital appointments are taken into consideration, as are important things to do with work. But other highlights on the domestic calendar, such as the cat's birthday, are swept aside and eventually two weeks are found. The next decision is the most painful: where?

We travel abroad to work quite a lot but we return tired and weary, so the holiday we are planning is a slob's holiday: collapse on a sunbed, read a book until the sun goes down, stagger back to hotel room, shower, change into glad rags, eat well, wave good-bye to teenagers, have a last drink on hotel terrace, go to bed and then lie awake and wait for hotel waiters to bring the teenagers from the disco.

I never want to be guided around another monument, as long as I live. I do not want to be told how many bricks it took to build it. I have a short attention span for such details. I do not want to attend a 'folk evening' ever, ever again. The kind where men with their trousers tucked into their socks wave handkerchiefs in the direction of women wearing puff-sleeved blouses, long skirts and headscarves.

I also want to live dangerously and get brown. I want my doughy English skin change from white sliced to wheat germ. I like the simple pleasure of removing my watch strap and gazing at the patch of virgin skin beneath.

I don't want to make new friends – on holidays or in general; I can't manage the ones I have at home. I do not want to mix with the locals and I have no wish to go into their homes. I do not welcome tourists who come to Leicester into my home. Why should the poor locals in Holidayland be expected to? It's bad enough that we monopolize their beaches, clog their pavements and spend an hour in a shop choosing a sunhat that costs the equivalent of 75 pence.

So, the slob's holiday has several essential requirements: a hotel on a sunny beach, good food, a warm sea, nightlife for the teenagers, a big crowd to get lost in, and the absence of mosquitoes.

As I write, we are at the planning stage. We have looked through all the holiday brochures, but they are full of references to 'hospitable locals', 'folk nights', 'deserted beaches', and 'interesting historical sights'. Not our cup of tea, or glass of sangria, at all.

- A15** The parents' choice of holiday destination made the narrator's children feel
- 1) jealous.
  - 2) excited.
  - 3) alarmed.
  - 4) indifferent.
- A16** The narrator's words 'A terrible sight for any parent to see' refer to
- 1) the way children behave.
  - 2) the fact that children are aging.
  - 3) the way children change their image.
  - 4) the fact there is a generation gap.
- A17** When the need for holiday planning is first announced in the narrator' family, it
- 1) is regarded as an important political issue.
  - 2) is met with enthusiasm by all the family.
  - 3) seems like an impossible task.
  - 4) is openly ignored.
- A18** To find a two-week slot for a holiday potential holiday-makers have to
- 1) negotiate the optimum period for travel.
  - 2) cancel prior business appointments.
  - 3) re-schedule individual summer plans.
  - 4) make a list of the things to be taken into account.
- A19** The slob's holiday is the type of holiday for people, who
- 1) do not want to go on holiday abroad.
  - 2) go on holiday with teenagers.
  - 3) do not like public life.
  - 4) prefer peaceful relaxing holidays.
- A20** When the narrator says 'I also want to live dangerously', she means
- 1) getting lost in the crowd.
  - 2) going sightseeing without a guide.
  - 3) choosing herself the parties to go to.
  - 4) lying long hours in the sun on the beach.
- A21** The main reason the narrator doesn't want to mix up with locals is because she
- 1) doesn't let tourists to her house at Leicester.
  - 2) doesn't want to add to their inconveniencies.
  - 3) is afraid to make friends with local people.
  - 4) values her own privacy above all.

*По окончании выполнения заданий В2, В3 и А15–А21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В2, В3, А15–А21 располагаются в разных частях бланка.*



### Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10**, так чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**

#### A Smart Boy

**B4** Mr. Jones and Mr. Brown worked in the same office. Their \_\_\_\_\_ were good friends. One day Mr. Jones invited \_\_\_\_\_ to Mr. Brown to a small party. Mr. Brown went into the other room and telephoned his wife. **WIFE**

**B5** When he came back Mr. Jones asked him, "Have you spoken to your wife already?"  
"No, she \_\_\_\_\_ there when I phoned. My small son answered the phone. I asked him, "Is your mother there?" And he said, "She is somewhere outside". **NOT BE**

**B6** "Why is she outside?" I asked. "She \_\_\_\_\_ for me", he answered. **LOOK**

#### The Great Wall of China

**B7** The Great Wall of China runs for 6,700 kilometers from east to west of China. It is one of the \_\_\_\_\_ wonders of the world. **GREAT**

**B8** The Great Wall \_\_\_\_\_ in order to protect the country form different aggressors. **BUILD**

**B9** The construction of the Wall \_\_\_\_\_ in the 6<sup>th</sup> century BC and lasted until the 16<sup>th</sup> century AD. **BEGIN**

**B10** Since then, the Great Wall of China \_\_\_\_\_ a Symbol of wisdom and bravery of the Chinese people and a monument to Chinese nation for many hundreds of years. **BECOME**

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11–B16**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

**UK: Conservation and Environment**

- |            |  |          |
|------------|--|----------|
| <b>B11</b> | Going for a walk is the most popular leisure activity in Britain. Despite its high _____ density and widespread, the UK has many unspoilt rural and coastal areas.   | POPULATE |
| <b>B12</b> | Twelve National Parks are freely accessible to the public and were created to conserve the _____ beauty, wildlife and cultural heritage they contain.  | NATURE   |
| <b>B13</b> | Most of the land in National Parks is privately owned, but administered by an independent National Park Authority which works to balance the expectations of _____ with the need to conserve these open spaces for future generations. | VISIT    |
| <b>B14</b> | The UK also works to improve the global environment and has taken global warming _____ ever since scientists discovered the hole in the ozone layer.   | SERIOUS  |
| <b>B15</b> | In 1997, the UK subscribed to the Kyoto Protocol binding developed countries to reduce emissions of the six main greenhouse gases. The Protocol declares environmental _____.  | PROTECT  |
| <b>B16</b> | Nowadays British _____ are taking part in one of the largest international projects that is undertaken to protect endangered species.  | SCIENCE  |

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### Tracy

Tracy was as excited as a child about her first trip abroad. Early in the morning, she stopped at a **A22** \_\_\_\_\_ agency and reserved a suite on the Signal Deck of the *Queen Elizabeth II*. The next three days she spent buying clothes and luggage.

On the morning of the sailing, Tracy hired a limousine to drive her to the pier. When she **A23** \_\_\_\_\_ at Pier 90, where the *Queen Elizabeth II* was docked, it was crowded with photographers and television reporters, and for a moment Tracy was panic stricken. Then she realized they were interviewing the two men posturing at the foot of the gangplank. The members of the crew were helping the passengers with their luggage. On deck, a steward looked at Tracy's ticket and **A24** \_\_\_\_\_ her to her stateroom. It was a lovely suite with a private terrace. It had been ridiculously expensive but Tracy **A25** \_\_\_\_\_ it was worth it.

She unpacked and then wandered along the corridor. In almost every cabin there were farewell parties going on, with laughter and champagne and conversation. She felt a sudden ache of loneliness. There was no one to see her **A26** \_\_\_\_\_, no one for her to care about, and no one who cared about her. She was sailing into a completely unknown future.

Suddenly she felt the huge ship shudder as the tugs started to pull it out of the harbor, and she stood **A27** \_\_\_\_\_ the passengers on the boat deck, watching the Statue of Liberty slide out of **A28** \_\_\_\_\_, and then she went exploring.

- |            |               |             |            |             |
|------------|---------------|-------------|------------|-------------|
| <b>A22</b> | 1) journey    | 2) trip     | 3) travel  | 4) tourist  |
| <b>A23</b> | 1) achieved   | 2) arrived  | 3) entered | 4) reached  |
| <b>A24</b> | 1) set        | 2) came     | 3) headed  | 4) directed |
| <b>A25</b> | 1) determined | 2) resolved | 3) decided | 4) assured  |
| <b>A26</b> | 1) in         | 2) off      | 3) of      | 4) after    |
| <b>A27</b> | 1) among      | 2) along    | 3) between | 4) besides  |
| <b>A28</b> | 1) glance     | 2) stare    | 3) sight   | 4) look     |

По окончании выполнения заданий B4–B16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B4–B16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4–B16 буквы записываются без пробелов и знаков препинания.

## Раздел 4. Письмо

Для ответов на задания C1, C2 используйте Бланк ответов № 2.

При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём – не оцениваются.

При заполнении Бланка ответов № 2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.

**C1** You have 20 minutes to do this task.

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

*... In Great Britain most young people want to become independent from their parents as soon as possible. Could you tell me what you and your friends think about not relying on your parents? Are you ready to leave your family immediately after you finish school? Is it easy to rent a house or an apartment for students in Russia?*

As for the latest news, I have just returned from a trip to Scotland...

Write a letter to Tom.

In your letter

answer his questions

ask 3 questions about his trip to Scotland

Write 100–140 words.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Some people think that life-long friendship exists only in books and films. Others believe that it exists in real life.*

What is your opinion?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

**ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке А–Г. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

**Speaker 1**

I love reading. I read detective and spy stories, novels, and romantic and fantasy stories. If I'm stuck on a train or waiting for something and don't have anything to read, I feel terrible. So something that I spend a lot of money on would probably be books. I always buy a lot of books, magazines and reader's digests. And I keep all of them at home – my mum says it's horrible. Also lots of my money goes on audio books. I always share them with friends. Em ... it's kind of an exchange.

**Speaker 2**

Oh, you know, shiny things really attract me. Every time I have some extra money, I buy bracelets, rings, earrings or necklaces. I wear them everywhere and every day. If I'm shopping somewhere and there is something flashy shining at me, I usually stop and look and very often a salesperson can talk me into buying it. It's crazy I know. I also love buying books but I don't spend so much on them.

**Speaker 3**

Ah, I spend money mostly on um ... going out, like going to restaurants or clubs, and things like that. I am a party person, I love hanging out with friends. I don't actually buy a lot of things, like electronics, books or CDs. I just spend money on going out with my friends, on food and drinks for parties. I really love chatting, dancing and making jokes.

**Speaker 4**

Something I probably spend too much on is clothes. I guess because I am a girl, I think of shopping as a fun pastime and I find it relaxing. Actually I call it "shopping therapy" to go and buy

some new clothes. I often go alone – I don't need anyone to advise me. I'd say I love the process of choosing and buying things. It really makes me feel good.

**Speaker 5**

If I had the money I wanted, I would like to go and spend two weeks at every famous place on Earth. I love traveling in comfort. Nowadays it's very expensive. I read travel magazines and surf the Internet for information about different tours, hotels and sights - and now I know how I want to travel. That's what I'd spend my money on if I could.

**Speaker 6**

I usually don't spend that much money on anything like jewellery or clothes. But then if there is one big expense, it is food. I like desserts, especially ice cream, so when I go out for dinner I definitely have a dessert afterwards. I can't live without cakes, candies, chocolates and things like that. Who can?

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)**

**Задания A1–A7**

*Вы услышите телефонный разговор. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Receptionist:** English Language Center. How may I help you?

**Caller:** Yes. I've heard about your centre from my classmate and I'm calling to find out more information about your program. What kind of courses do you offer?

**Receptionist:** Well, first of all, the purpose of our program is to provide language learning opportunities for students who would like to master basic language skills, let's say, for his or her job, or to study intensively to enter a US college or university.

**Caller:** Okay. I'm calling for a friend who is interested in attending a US university. Can my friend apply for the next semester?

**Receptionist:** Well, we start in March and always ask applicants to apply no later than two months before the semester begins.

**Caller:** Alright. What is the tuition fee for a full-time student?

**Receptionist:** It's two thousand and thirty dollars.

**Caller:** And how does one apply?

**Receptionist:** Well, we can send you an application and you can mail it back to us, or you can fill out the application form that's on our website.

**Caller:** And are there other materials I would need to send in addition to the application form?

**Receptionist:** Uh, yes. You would need to send in a sponsorship form indicating who will be responsible financially for the student while studying in our program, and a bank statement showing that you or your sponsor has enough money to cover tuition expenses and living costs.

**Caller:** And how can I send these materials to you?

**Receptionist:** You can either send the application packet by regular mail or you can fax it.

**Caller:** Alright. I think that's about it.

**Receptionist:** Okay great.

**Caller:** Oh and what is your name?

**Receptionist:** Ok. My name is Tony Nelson. You can just call and ask for me.

**Caller:** Great. Thank you for your help.

**Receptionist:** No problem and please don't hesitate to call again if you have any other questions.

**Caller:** Okay. Goodbye.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you'll hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

### **Задания А8–А14**

*Вы услышите интервью. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Int:** Today in the studio we are talking to Ben Zephani, an activist and member of the environmental group the *Green Belt Movement* in Kenya. Welcome Ben.

**Ben:** Thank you.

**Int:** Well, you know, people nowadays talk a lot about environmental issues. There is great concern about wildlife and the future of the National Parks in Kenya. What's happening there?

**Ben:** One of the most serious environmental problems we are facing today is deforestation, which really affects both wildlife and people living around the forests. People need land for their own purposes, like growing crops and raising cattle. So they come, seize pieces of land, cut down trees and start cultivating the land. So many animals were, kind of, forced away. They had to leave their native habitats and find new hunting areas... That's not really a nice thing.

**Int:** And what's happening to the people who actually live around the forest area?

**Ben:** You know when you tend to interfere in a wild animal's habitat you somehow create an imbalance between people and animals. And sometimes it's not really a nice thing because animals tend to come close to where people live, which is really threatening.

**Int:** So, do they attack people?

**Ben:** Not that they really attack settlements but they do come in packs, groups, prides or herds constantly migrating from one place to another because of deforestation. So people are vulnerable at any time.

**Int:** You mean, if I lived there, I could be chased by an angry rhinoceros or an elephant?

**Ben:** No, actually they don't chase people because most of the time they just pass by. But at times you come into contact with an unusual animal. You know animals live in packs, so when one animal is rejected from its pack, it's an angry animal. It cannot join the other packs so it attacks anything and is extremely dangerous. It should not be disturbed. People can do nothing to help it. Anyone who dares to approach it is almost certainly doomed.

**Int:** Wow! Sounds horrible! I suppose no one would dare to try to catch these wild animals ... Well, but what actually causes deforestation?

**Ben:** People burn wood to produce charcoal and sell it, because, as you know, people there have very poor living conditions, and they try hard to earn an extra dime to support their families. Charcoal is in great demand for cooking and other odd jobs, so people don't even have to travel anywhere to sell it. It's a good job. But it's so destructive.

**Int:** So what's being done to try and remedy this, or to try and counterbalance the effect?

**Ben:** There are three or four large activist groups that are coming together to discuss how to reduce damage to the environment. You all know the Nobel Prize winner Wangari Maathai who is a leader of the *Green Belt Movement* in Kenya. She's been trying to discourage people from destroying forests for a long time and to explain what deforestation does to the country and the environment in general and how it affects people in the forest areas. She teaches people to adjust to new conditions and environments. She moves with the times. Wangari supports National parks, conservation areas and safari parks in the country. She helps organize small businesses to learn to earn from ecotourism in the forest areas.

**Int:** Look, I've always wanted to go to Africa and I'm just wondering, if that whole safari business ... is really good; if everything you see on the BBC Wildlife channel, you know, documentaries, is true to life.

**Ben:** It's not a cliché but it's something you have to experience when you get there on safari. The BBC has never lied to their viewers.

**Int:** Wow! So I could be just out there ... driving around in my car and on my own just seeing all those animals?

**Ben:** I am afraid they won't let you drive in your own car. They provide services for you. We have in Kenya an institute called the KWS: the Kenya Wildlife Service and it has its own wardens that are highly trained to protect you when you're in the forest. You just say where and when you want to go, what places and animals you would like to see. Tours are kind of regulated. For example, you will never be allowed to come close to feeding the animals.

**Int:** All right.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**



**ОТВЕТЫ**

<b>Раздел 1. Аудирование</b>	
<b>№ задания</b>	<b>Ответ</b>
A1	2
A2	3
A3	2
A4	3
A5	1
A6	1
A7	1
A8	1
A9	3
A10	2
A11	3
A12	1
A13	2
A14	1

<b>Раздел 2. Чтение</b>	
<b>№ задания</b>	<b>Ответ</b>
A15	3
A16	2
A17	3
A18	1
A19	4
A20	4
A21	2

<b>Раздел 3. Грамматика и лексика</b>	
<b>№ задания</b>	<b>Ответ</b>
A22	3
A23	2
A24	4
A25	3
A26	2
A27	1
A28	3

<b><u>Аудирование</u></b>	
<b>B1</b>	<b>EGDAFB</b>

<b><u>Чтение</u></b>	
<b>B2</b>	<b>4673128</b>
<b>B3</b>	<b>471523</b>

<b><u>Грамматика и лексика*</u></b>	
<b>B4</b>	<b>wives</b>
<b>B5</b>	<b>wasn't&lt;или&gt;wasnot</b>
<b>B6</b>	<b>waslooking</b>
<b>B7</b>	<b>greatest</b>
<b>B8</b>	<b>wasbuilt</b>
<b>B9</b>	<b>began</b>
<b>B10</b>	<b>hasbecome</b>
<b>B11</b>	<b>population</b>
<b>B12</b>	<b>natural</b>
<b>B13</b>	<b>visitors</b>
<b>B14</b>	<b>seriously</b>
<b>B15</b>	<b>protection</b>
<b>B16</b>	<b>scientists</b>

\*Написание ответов (без пробелов и знаков препинания) соответствует инструкции ФЦТ по заполнению Бланка ответов №1.

**СХЕМЫ ОЦЕНИВАНИЯ ВЫПОЛНЕНИЯ ЗАДАНИЙ  
РАЗДЕЛА «ПИСЬМО» (2011 Г.) (МАКСИМУМ 20 БАЛЛОВ ЗА ВЕСЬ РАЗДЕЛ)**

**Критерии оценивания выполнения задания С1**

Баллы	Решение коммуникативной задачи (содержание)	Организация текста	Языковое оформление текста
	<b>К1</b>	<b>К2</b>	<b>К3</b>
<b>2</b>	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учётом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.	Высказывание логично; средства логической связи использованы правильно; текст разделен на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка.	Используемый словарный запас и грамматические структуры соответствуют поставленной задаче (допускается не более 2-х негрубых лексико-грамматических ошибок); орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 2-х негрубых орфографических и пунктуационных ошибок).
<b>1</b>	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; встречаются нарушения стилового оформления речи и/или принятых в языке норм вежливости.	Высказывание не всегда логично; имеются недостатки/ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы нелогично / отсутствует; имеются ошибки в формате высказывания.	Имеются лексические и грамматические ошибки, не затрудняющие понимание текста (допускается не более 4-х негрубых лексико-грамматических ошибок); имеющиеся орфографические и пунктуационные ошибки не затрудняют коммуникацию (допускается не более 4-х негрубых орфографических и пунктуационных ошибок).
<b>0</b>	Задание не выполнено: содержание не отражает аспекты, которые указаны в задании, или не соответствует требуемому объёму.	Отсутствует логика в построении высказывания; формат высказывания не соблюдается.	Многочисленные ошибки базового уровня в языковом оформлении текста препятствуют эффективной коммуникации: ограниченный словарный запас / многочисленные ошибки в словоупотреблении и сочетаемости; несоблюдение грамматических правил; многочисленные орфографические и пунктуационные ошибки.

*Примечание:* При получении экзаменуемым 0 баллов по критерию «Содержание» всё задание оценивается в 0 баллов.

**Критерии оценивания выполнения задания С2**

Баллы	Решение коммуникативной задачи (содержание)	Организация текста
	<b>K1</b>	<b>K2</b>
<b>3</b>	<b>Задание выполнено полностью:</b> содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.	Высказывание логично; средства логической связи использованы правильно; текст разделен на абзацы; оформление текста соответствует нормам, принятым в стране изучаемого языка.
<b>2</b>	<b>Задание выполнено:</b> некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости.	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.
<b>1</b>	<b>Задание выполнено не полностью:</b> содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости.	Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания.
<b>0</b>	<b>Задание не выполнено:</b> содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.	Отсутствует логика в построении высказывания; формат высказывания не соблюдается.

Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3	К4	К5
3	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.	
2	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
1	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста.	Либо часто встречаются ошибки элементарного уровня, либо ошибки многочисленны, но затрудняют понимание текста.	Имеется ряд орфографических и/или пунктуационных ошибок, которые незначительно затрудняют понимание текста.
0	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.	Правила орфографии и пунктуации не соблюдаются.

*Примечание:* Критерий «Орфография и пунктуация» в разделе «Письмо» оценивается в 2 балла. При получении экзаменуемым 0 баллов по критерию «Содержание» всё задание оценивается в 0 баллов.

## ПОРЯДОК ПОДСЧЕТА СЛОВ В ЗАДАНИЯХ РАЗДЕЛА «ПИСЬМО»

При оценивании заданий раздела «Письмо» (C1–C2) следует учитывать такой параметр, как объем письменного текста, выраженный в количестве слов. Требуемый объем для личного письма C1 — 100–140 слов; для развернутого письменного высказывания C2 — 200–250 слов. Допустимое отклонение от заданного объема составляет 10%. Если в выполненном задании C1 менее 90 слов или в задании C2 менее 180 слов, то задание проверке не подлежит и оценивается в 0 баллов. При превышении объема более чем на 10%, т.е. если в выполненном задании C1 более 154 слов или в задании C2 более 275 слов, проверке подлежит только та часть работы, которая соответствует требуемому объему. Таким образом, при проверке задания C1 отсчитываются от начала работы 140 слов, задания C2 — 250 слов и оценивается только эта часть работы.

При определении соответствия объема представленной работы вышеуказанным требованиям считаются все слова, начиная с первого слова по последнее, включая вспомогательные глаголы, предлоги, артикли, частицы. В личном письме адрес, дата, подпись также подлежат подсчету. При этом:

- стяженные (краткие) формы *can't, didn't, isn't, I'm* и т.п. считаются как одно слово;
- числительные, выраженные цифрами *1; 25; 2009, 126204* и т.п. считаются как одно слово;
- числительные, выраженные словами, считаются как слова;
- сложные слова, такие как *good-looking, well-bred, English-speaking, twenty-five* считаются как одно слово;
- сокращения, например, *USA, e-mail, TV, CD-rom* считаются как одно слово.

# Варианты экзамена в формате ЕГЭ

## ВАРИАНТ 1

### ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 46 заданий.

Раздел 1 (Аудирование) включает 15 заданий, из которых первое — на установление соответствия и 14 заданий с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение Раздела 1 — 30 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время на выполнение Раздела 2 — 30 минут.

Раздел 3 (Грамматика и лексика) включает 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 — 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в Бланк ответов № 1.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Общее время проведения экзамена — 160 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

**Желаем успеха!**

## Раздел 1. Аудирование

**B1**

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке A–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1

- A. Be active and try something new on holiday
- B. Beach holidays make people boring
- C. A chance to discover more about oneself
- D. New places are the best places to go to
- E. Holidays are perfect for hobbies and pastimes
- F. Restful holidays involve family and friends
- G. Extreme sports can ruin your holiday

Говорящий	1	2	3	4	5	6
Утверждение						

Вы услышите разговор между отцом и дочерью о поездке в магазин. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

**A1**

Alice is going shopping for carbonated water.

- 1) True    2) False    3) Not stated

**A2**

The choice of shopping is limited by Alice's decision to cycle.

- 1) True    2) False    3) Not stated

**A3**

They need more soap and toothpaste.

- 1) True    2) False    3) Not stated

**A4**

Alice is inexperienced in making electrical repairs.

- 1) True    2) False    3) Not stated

**A5**

The only way to travel at that time was by bicycle.

- 1) True    2) False    3) Not stated

**A6**

Dad believes even slow moving traffic is dangerous.

- 1) True    2) False    3) Not stated

**A7**

Alice's brother Michael also rides a bike.

- 1) True    2) False    3) Not stated

*Вы услышите рассказ о популярной телепередаче. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** The TV programme is designed to feature
- 1) actors pretending to be ordinary people.
  - 2) people who vote for themselves to win a prize.
  - 3) real people preparing dinner parties in their own homes.
- A9** The funniest part of the program is generally the
- 1) kitchen scenes of preparation and cooking.
  - 2) contestants trying to impress each other.
  - 3) host selecting ingredients.
- A10** The narrator believes that people are fascinated by other peoples' homes
- 1) since everybody likes to show off their homes.
  - 2) but doesn't know why.
  - 3) because décor and layout are fascinating.
- A11** Each of the guests
- 1) gives the host a mark out of 10.
  - 2) privately complains about the host.
  - 3) publicly thank the host.
- A12** Some of the shows contestants
- 1) leave the show on a Friday.
  - 2) become real TV stars.
  - 3) become minor celebrities.
- A13** The celebrity version of the show works well because
- 1) much is already known about the contestants.
  - 2) the prizes go to charity.
  - 3) celebrities often hate each other.
- A14** The narrator might apply for the show because
- 1) he'd serve fish that he caught.
  - 2) it would probably be good fun.
  - 3) in reality he's a professional chef.

*По окончании выполнения заданий B1 и A1–A14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B1, A1–A14 располагаются в разных частях бланка. B1 расположено в нижней части бланка. При переносе ответов в задания B1 цифры записываются без пробелов и знаков препинания.*



## Раздел 2. Чтение

B2

Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- |  |   |
|--|---|
| <p>1. Thoughtless behaviour</p> <p>2. Benefits of private business</p> <p>3. Too complicated to use</p> <p>4. Bad for business</p> | <p>5. Science brings hope</p> <p>6. Road incident</p> <p>7. More parking places</p> <p>8. Personal choice</p> |
|--|---|

- A. City centre parking is expensive and many important roads are now closed to private transport. This would be fine — if public transport was cheap and convenient, but it is neither. The result is that people are avoiding the city centre so restaurants, cinemas and shops are closing.
- B. The motorcyclist drew along side and I heard abusive language as he banged on the car roof. I immediately locked the car doors and tried to work out what was wrong. He then shouted that I had almost collided with him. Truth to tell — I didn't see him until now. I tried to apologize but he wouldn't listen.
- C. They now have cars that run on electricity, solar power and even on vegetable oil. New petrol engines are super efficient and make less harmful emissions. More people are working from home because of advances in communication technology and computer security. At last we have some grounds for optimism.
- D. As she approached the traffic lights the driver in front of her tipped out a mess of fast food boxes, polystyrene cups and chip bags. She pressed her horn angrily. "Why don't people consider what they do", she wondered helplessly. "Someone will have to clear this up and we all have to pay for it."
- E. Sarah has worked for herself more than 10 years now. It had been risky but now her interior decoration business is a success. She loves being her own boss. It constantly amazes her that her friends in big corporations believe they have job security. How can they think this way when these companies are constantly firing people to make bigger profits?
- F. It was not easy deciding. It never is when buying a new car. Reliability and comfort are big issues as are fuel economy, maintenance and so forth. A car has to feel right as well. Price and value for money are also critical. But in the end Ralph made his decision confident that it was just the right one for him.
- G. Jane studied the small print. To make a successful insurance claim for her accident she needed so much information. Several complicated forms took hours to complete. She then needed three independent quotations, a witness statement, and a police statement and after everything she still had to pay the first \$500 anyway.

A	B	C	D	E	F	G

**B3**

*Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.*

### Chocolate

Chocolate is made from a number of raw and processed foods produced from the seeds of tropical cacao trees. Cacao has been cultivated in A \_\_\_\_\_ least 3000 years. For most of this time it was made into a drink called, in translation — “bitter water”. This is because B \_\_\_\_\_ to be fermented to develop a palatable flavour. After fermentation the beans are dried and roasted and the shell is removed to produce cacao nibs. These are then ground and liquefied into chocolate liquor. The liquor is then processed into cocoa solids or cocoa butter. Pure chocolate contains primarily cocoa solids and butter in different proportions. Much of C \_\_\_\_\_ with added sugar. Milk chocolate is sweetened chocolate that additionally contains either milk powder or condensed milk. White chocolate on the other D \_\_\_\_\_ is therefore not a true chocolate. Chocolate contains theobromine and phenethylamine which have physiological effects on the body. It is similar to serotonin levels in the brain. Scientists claim E \_\_\_\_\_, can lower blood pressure. Recently, dark chocolate has also been promoted for its health benefits. But pet owners should remember that the presence of theobromine makes it toxic to cats and dogs. Chocolate is now one F \_\_\_\_\_, although 16 of the top 20 chocolate consuming countries are in Europe. Also interesting is that 66% of world chocolate is consumed between meals.

1. the chocolate consumed today is made
2. that chocolate, eaten in moderation
3. central and southern America for
4. of the world’s most popular flavours
5. hand contains no cocoa solids and
6. cacao seeds are intensely bitter and have
7. many countries worldwide at

A	B	C	D	E	F

*Прочитайте текст и выполните задания А15–А21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

### Keeping busy

The public school in town served a number of purposes. Education, of course, was one. It offered a curriculum in general education, manual education, and preparatory education for college. Its music and sports programs provided entertainment to the school and its patrons. And the school served as an agency of social cohesion, bringing the community together in a common effort in which everyone took pride.

The sports program was the center of gravity of extra-curricular activities. The school fielded junior and senior varsity teams in football, basketball and track. Any young man with enough coordination to walk and chew gum at the same time could find a place on one of those teams. In addition, sports generated a need for pep rallies, cheerleaders, a band, homecoming activities, parades and floats, a homecoming queen and maids of honor, and a sports banquet. It also mobilized parents to support the activities with time and money.

There were any number of clubs a student might join. Some were related to academics, like the Latin Club, the Spanish Club, and the Science Club. Others brought together students interested in a profession, like the Future Farmers of America, the Future Homemakers of America, the Future Teachers of America, and the Pre-Med Club. Still others were focused on service. The Intra-Mural Council, made up of girls (who had been neglected in the regular sports program), organized tournaments in a variety of sports for girls. The Library Club worked to improve library holdings and equipment. The Pep Club organized homecoming activities, parades and athletic banquets.

The Student Council, including representatives from each class, was elected by the student body after a heated political campaign with banners and speeches. It represented student interests to the administration and the school board. It approved student clubs that were formed, helped resolve discipline problems, and played a role in setting codes of conduct and dress. For the most part, it was a docile body that approved the policies of the administration.

The Journalism Club published a monthly newspaper of school news and opinion. It was financed by selling ads to business men in the community.

Another group planned and published the school Yearbook, which was a pictorial record of the student body, the year's activities, sports, and achievements. The Yearbook staff sponsored a beauty contest, pictured outstanding students selected by the faculty, and a Who's Who of popular and talented students selected by the student body.

Churches in town, of which there were many, sponsored their own activities for youth; and the community sponsored a recreation center, called Teen Town, for chaperoned Saturday night dances each week. Community and school leaders seemed determined to keep the youth of the town busy and out of trouble. In a small Southern town in the Bible Belt where very few students had access to a car, which had been voted dry and in which no alcohol was sold, they succeeded marvelously well.

- A15** The first paragraph implies that the public school
- 1) was more than just an educational institution.
  - 2) offered the best educational curriculum.
  - 3) had developed close ties with a college.
  - 4) preferred students talented in sports and music.
- A16** Which of the following is true about the school's sports programme?
- 1) Ability to chew gum while walking was required of all participants.
  - 2) The sportsmen were supposed to join the school band.
  - 3) It was run on the money collected from parents.
  - 4) It played the most important role outside the curriculum.
- A17** The word 'others', in paragraph 3, refers to...
- 1) academics.
  - 2) school clubs.
  - 3) students.
  - 4) professionals.
- A18** Which of the following is **NOT** the function of the Student Council?
- 1) Representation of students' interests.
  - 2) Helping administration in discipline issues.
  - 3) Formation of school clubs.
  - 4) Participation in conduct code setting.
- A19** The money for the advertisements from local businessmen was used to pay for
- 1) the Journalism Club.
  - 2) the publication of a monthly newspaper.
  - 3) the publication of the school Yearbook.
  - 4) financing the beauty contest.
- A20** Saturday night dances were sponsored by
- 1) the recreation center.
  - 2) churches.
  - 3) the school.
  - 4) the community.
- A21** Who does the title 'Keeping Busy' refer to?
- 1) young people.
  - 2) school council.
  - 3) town churches.
  - 4) community.

*По окончании выполнения заданий В2, В3 и А15–А21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В2, В3, А15–А21 располагаются в разных частях бланка.*

### Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4–B10, так чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4–B10.

#### Two Friends

- B4** John Lennon and Paul McCartney were friends. But most people believe that after the Beatles \_\_\_\_\_ up in 1970, the friendship between them was over. **BREAK**
- B5** However, Paul has always maintained that he remained on good terms and that he still misses Lennon, who \_\_\_\_\_ tragically in 1980. What is even less well-known is that Paul and John played together again long after The Beatles had played their last song. **MURDER**
- B6** It happened in 1974. John \_\_\_\_\_ music in the studio when Paul turned up with his wife Linda. They sang classic rock-and-roll songs from the 1950's. Some of it was recorded but the tapes are missing. **RECORD**

#### Dr Who

- B7** “Dr Who” is the longest running science fiction TV show in the world. It is broadcast in 42 countries around the world, \_\_\_\_\_ Russia, but it is in the UK that it has made the biggest impact. **INCLUDE**
- B8** Although the show is called “Dr Who” the hero \_\_\_\_\_ simply as “The Doctor”. He (there has never been a lady doctor) is a travelling “Time Lord” who constantly rescues planet earth from alien attack. **KNOW**
- B9** So far there have been 11 Doctors and each has made an impact on British style and fashion. Frock coats and cravats, stylish hats and over long scarves \_\_\_\_\_ by Time Lords and copied by teenagers. **WEAR**
- B10** The Doctors have always been accompanied by glamorous young \_\_\_\_\_ assistants some of who also made their mark on fashion. **WOMAN**

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B11–B16, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11–B16.*

### A Typical Day

- |            |  |          |
|------------|--|----------|
| <b>B11</b> | My job would probably rank as one of the most _____ but I really like it. I am an accountant and I work from 9 am until 6 pm (although it takes an hour by train to reach my office in the City).  | POPULAR  |
| <b>B12</b> | People think that accountancy involves working all day long with numbers and that it is really boring. But they could not be more wrong. My work is exciting, challenging, varied and both personally and professionally rewarding. Being involved with the _____ world is also, at times, really good fun.  | COMMERCE |
| <b>B13</b> | I deal mainly with new, start-up businesses and typically I see about three clients _____. Either I go out to their offices or they visit me and I often have lunch with a client. Over the years some of them have become friends and I know their wives and families.  | DAY      |
| <b>B14</b> | The main task is to check their financial figures are correct and it is true that this part is tough work. But in _____ my job is to advise and help them.   | ADD      |
| <b>B15</b> | Many new businesses have a rather _____ time trying to build up customers and make profits. They are encouraged and even relieved when I explain to them that it is not normal to make profits immediately. It can take years before a business is functioning correctly.  | ANXIETY  |
| <b>B16</b> | Probably my biggest contribution is to advise them of the most efficient way to invest in their businesses. Very often, a small change can make a big _____ in business. When they take my advice and I see a new company or business begin to succeed — it is really satisfying. I feel as if I was part of the success story and a member of their team. | DIFFER   |

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### The Best Breakfast in the World

The “Greasy Spoon” cafe on Arundel Road offers the best full English breakfast on the planet. Of course people **A22** about what “full English” should consist of but I think there is a small clue in the word “full”. This is a breakfast that knows no modesty. This is not a breakfast for those on a diet. It is the breakfast of Kings; it should be enjoyed **A23** leisure and last for the day.

That the “full English” (FE) contains both bacon and eggs is **A24** dispute. After this there are different schools of thought. Sausage, mushrooms, beans, black pudding, fried tomatoes and toast are often **A25** in different line ups and combinations competing for the best, all time classic FE. These are **A26** in different portions and styles and a decent breakfast is the almost guaranteed outcome. But an FE on Arundel Road beats all contenders for the best FE in the world because it includes ALL of these ingredients in **A27** quantities! They also serve hot toast on traditional toast racks with real butter. But best of all, each customer is served their own pot of traditional English tea (with tea cozy) which may be drunk with milk or cream. And all of this is offered for just £ per person — and with a newspaper included! The Greasy Spoon is popular with working people and students alike. It opens early during the week for the lorry drivers and on Sunday mornings **A28** families come in and spend half the day there.

- |            |              |             |              |             |
|------------|--------------|-------------|--------------|-------------|
| <b>A22</b> | 1) discuss   | 2) debate   | 3) quarrel   | 4) argue    |
| <b>A23</b> | 1) for       | 2) at       | 3) on        | 4) in       |
| <b>A24</b> | 1) beyond    | 2) behind   | 3) besides   | 4) below    |
| <b>A25</b> | 1) contained | 2) included | 3) held      | 4) enclosed |
| <b>A26</b> | 1) suggested | 2) advised  | 3) offered   | 4) intended |
| <b>A27</b> | 1) generous  | 2) rich     | 3) luxurious | 4) multiple |
| <b>A28</b> | 1) full      | 2) complete | 3) total     | 4) whole    |

По окончании выполнения заданий B4–B16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B4–B16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4–B16 буквы записываются без пробелов и знаков препинания.

## Раздел 4. Письмо

Для ответов на задания C1, C2 используйте Бланк ответов № 2.

При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются.

При заполнении Бланка ответов № 2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.

**C1** You have 20 minutes to do this task.

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

*... Next week we're presenting orally the results of our individual projects in science. My project is good, but I hate oral assessment in general and I'm afraid I won't present my project well orally. Do you have projects? How often do your teachers ask you to make projects in different subjects? What do you prefer: written reports or oral presentations? ...Imagine my brother Dan will have no homework for the whole term! His class's been chosen for the experimental group by his school administration!!!*

Write a letter to Mike.

In your letter

answer his questions

ask 3 questions about the Dan's reaction to the experiment

Write 100—140 words.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Friendship increases in visiting friends, but in visiting them seldom.*

What is your opinion?

Write 200—250 words.

Use the following plan:

— make an introduction (state the problem)

— express your personal opinion and give reasons for it

— give arguments for the other point of view and explain why you don't agree with it

— draw a conclusion



**ВАРИАНТ 2****ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 46 заданий.

Раздел 1 (Аудирование) включает 15 заданий, из которых первое — на установление соответствия и 14 заданий с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение Раздела 1 — 30 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время на выполнение Раздела 2 — 30 минут.

Раздел 3 (Грамматика и лексика) включает 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 — 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в Бланк ответов № 1.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Общее время проведения экзамена — 160 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

**Желаем успеха!**

## Раздел 1. Аудирование

**B1**

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке A–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. For some people, old habits never die.
- B. Sometimes it is a mistake to write a letter.
- C. Writing letters in English is good practice.
- D. Letter writing is a waste of time.
- E. It is a waste of time making your views known.
- F. Persistence eventually gives some results.
- G. Seven together will be better than one.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор между английскими студентами, приехавшими во Францию в конце летних каникул. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

**A1**

James prefers Paris to Nice.

- 1) True      2) False      3) Not stated

**A2**

Katie thinks that it is good to have countryside nearby.

- 1) True      2) False      3) Not stated

**A3**

Katie thinks that it wasn't worth seven weeks work to pay for the holiday.

- 1) True      2) False      3) Not stated

**A4**

James thinks Katie's brother made a better choice.

- 1) True      2) False      3) Not stated

**A5**

James booked an expensive restaurant without consulting Katie.

- 1) True      2) False      3) Not stated

**A6**

James has eaten at La Cambuse before.

- 1) True      2) False      3) Not stated

**A7**

They plan to be up all night.

- 1) True      2) False      3) Not stated

*Вы услышите рассказ о фестивале новых экстремальных видов спорта. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** Watching the displays at the exhibition the speaker was eager to test personally
- 1) only some of them..
  - 2) the first twelve.
  - 3) all of them.
- A9** The speaker came to the exhibition
- 1) alone.
  - 2) with James.
  - 3) with a group of friends.
- A10** The speaker managed to do well in the
- 1) Brush boarding.
  - 2) Roller skiing.
  - 3) Land yachting.
- A11** The speaker didn't do well in the Aquathlon because
- 1) he didn't take it seriously.
  - 2) he was saving energy for Kite surfing.
  - 3) it was technically tricky.
- A12** The secret of successful Kite surfing lies in
- 1) choosing the largest possible kite.
  - 2) 'jumping' and landing smoothly.
  - 3) avoiding getting dragged in the air.
- A13** The speaker stopped Kite surfing after 30 minutes because
- 1) of extreme tiredness.
  - 2) there was an off shore wind.
  - 3) the instructor suggested it.
- A14** All the displays were
- 1) experimental models with designers used as instructors.
  - 2) real practiced sports.
  - 3) computer installations of real sports.

*По окончании выполнения заданий B1 и A1–A14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B1, A1–A14 располагаются в разных частях бланка. B1 расположено в нижней части бланка. При переносе ответов в задании B1 цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

*Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.*

- |                   |                         |
|-------------------|-------------------------|
| 1. Just in time   | 5. Reduced Expectations |
| 2. Just in case   | 6. Royal brother        |
| 3. Eventful life  | 7. Royal ancestor       |
| 4. A curious case | 8. Double trouble       |

- A. I am a mother of identical, mirror-image boys — David and John. No one but me can tell them apart. I am constantly amazed at how close they are. Once when they were babies David was ill, but it was John who began crying wildly. I tried to calm John first since nothing was wrong with him. But he only cried louder. Finally I gave some medicine to David — who really was unwell. As soon as John sensed his brother felt better, he immediately settled to sleep.
- B. The 12 year old was playing near the Platte River in North Bend, Nebraska. The river was high and as the boy stepped in, the current pushed his legs away. He floated off, **spinning** in the powerful current. At the last possible moment before the rapids, his yells were heard by his dog. It jumped in, reached the boy and towed him ashore. Another second and the boy would have been swept away to certain death.
- C. Armgaard Karl Graves, referred to in press reports as ‘the Glasgow Spy’, was convicted in Scotland under the Official Secrets Act (1911) for spying on the British Navy. He spent years successfully creating an identity as an Australian doctor and in Scotland even conducted important clinical experiments. But he was eventually caught by a suspicious post office worker as he sent and received post under a variety of assumed names.
- D. Zsa Zsa Gabor was born in Budapest on February 6th, 1917. Now in her 90s she has had a long and varied life. She was a beauty queen and singer before becoming a famous screen actress. She was married 8 times but only had one child with second husband, Conrad Hilton. Her last marriage to Frederic von Anhalt gave her the honorary title Prinzessin von Anhalt.
- E. “Who do you think you are” is one of my favourite TV programs. Each episode re-searches the family history of a celebrity, back into the mists of time. In the UK there are good records of births, marriages and deaths going back hundreds of years. One of the best episodes was on Boris Johnson, the Mayor of London. He was thrilled when he discovered he was directly related to King George II.

F. Paris Hilton is a famous socialite, media personality, actress, model and singer. In 2007 her grandfather Barron Hilton pledged 97% of his estate — a value of more than 2 billion US dollars — to a charitable foundation. Many now believe that Paris and the other grandchildren have had their potential inheritance sharply reduced. Others have commented that this news was unlikely to change her future life style.

G. Andy always travels well equipped for any potential possibility. He has a sewing repair kit and a small medical kit with aspirin. These are, I suppose, perfectly sensible. But what about a ball of string, tape measure, masking tape, Swiss army penknife, disposable cutlery, disinfectant, dry bags and an inflatable back rest? Andy says you never know what might happen and it's always best to be prepared.

A	B	C	D	E	F	G

**B3**

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

### Reality TV

Reality TV seems to dominate broadcasting these days. But what is it, how did it emerge and why on earth is it so popular? The first question is easily answered. Reality TV A \_\_\_\_\_. presents unscripted, dramatic or humorous situations or events. It can involve celebrities B \_\_\_\_\_ of the public. Reality TV has been gradually growing in importance for over 60 years. "Candid Camera" — the show that filmed ordinary people reacting to set ups and pranks — started in 1948. Some people, however, believe it was the Japanese with their awful shows in the 1980s and 90s that brought reality TV to centre stage. Others believe C \_\_\_\_\_ that is called "Big Brother" was the show that spawned the reality TV age. But why are the shows so popular? Different theories come to life. Some believe that it is D \_\_\_\_\_ we like to watch horrible behaviour: the same instinct that once inspired the ancient Romans to go and watch gladiators destroy each other at the Coliseum. Others suggest a kind of voyeurism is involved there — an unhealthy curiosity to spy on other people's lives. Whatever the real reason — the trend seems to have already peaked. A lot of such shows E \_\_\_\_\_ or are expected to go in the near future. And the replacement seems to be talents shows — watching competitions in dance, singing and general entertainment. Does it mean that people are changing? It is too early to say. Most agree that these F \_\_\_\_\_.

1. due to basic human instinct that
2. is still early to judge
3. are simply the cycles of fashion
4. but more usually the stars are members
5. that the television phenomenon
6. is a type of programme that
7. seem to have disappeared

A	B	C	D	E	F

*Прочитайте текст и выполните задания A15–A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

### **Lucky Break**

For the first ten years of my life my father was in the RAF (Royal Air Force). This meant that he was frequently posted to different air bases around the UK and I, as frequently, changed schools. One year we moved no fewer than three times and each time I tried, in vain, to settle and make friends. For a young child this frequency of change can only have a detrimental effect and I still have school reports stating that I was “lazy” and a “dreamer”.

When I reached ten, my worried parents decided I needed a personal tutor. She turned out to be a kindly and patient old lady who presented me with a large, black book of tests. She made me complete it as a home task and I scored about 20 out of 100. At our next meeting, on a Saturday morning, she went through it with me item by item, until I completely understood each task. She then made me retake the test and of course I got almost every question correct. Then we again moved house!

In our new town I took and failed the 11 plus exam (my excuse was that I was still only ten!) and my prospects looked dim. I was destined to go to the local comprehensive which had a reputation for being quite rough. But also nearby was an ancient public school, set in a castle. This was a place for rich kids only — apart from every year they gave 2 free places to the highest performing local boys (it was a boys only school) in their entrance exam.

My crazy parents decided I should enter the exam. I had as much chance of succeeding as going to the moon — or so I thought. But when I sat down to take the test, a rather familiar black book of 100 tests was placed on the desk!

I did the test and kept quiet and the next term, as a terror struck 11 year old in an ill fitting suit, I arrived for my first day at “the castle”.

Clearly I was going to have problems in this new, intensely academic environment and I did. There were 31 boys in my class and in every subject, despite my best efforts, I finished in the bottom 5 in every test, exam and report.

We were then streamed into “sets” for each subject and I ended up being taught with boys closer to my own ability. I worked really hard and at the end of my third year there, I won my first form prize. I was top of the bottom class! But I was really motivated and in time got “promoted” to higher “sets”. I worked really hard and won prizes every year until I left after A Levels. My grades were all A’s — the highest you can get - and I was offered a place to study at a prestigious university.

So when a certain old Lady presented me with a large black book full of tests, you could say it was my lucky break. Although I would argue that if you work really hard and keep your wits about you — then you begin to make your own luck.

- A15** Because of the father's job the boy had to
- 1) visit UK air bases.
  - 2) change home three times a year..
  - 3) often change schools
  - 4) behave as a dreamer.
- A16** With his personal tutor the boy
- 1) read a big book.
  - 2) did test items.
  - 3) answered her questions.
  - 4) learned how understand the tasks.
- A17** Failing the 11 plus exam meant that the boy
- 1) was to enter a comprehensive.
  - 2) had to wait another year to retry
  - 3) was to study with rich kids.
  - 4) became a highest performing local boy.
- A18** What helped the boy to enter the public school?
- 1) familiarity with the tests.
  - 2) his parents.
  - 3) his knowledge.
  - 4) keeping quiet.
- A19** In all the school subjects the boy
- 1) demonstrated his academic gifts.
  - 2) managed to solve any problems.
  - 3) was the best in efforts made.
  - 4) was worse than twenty of his classmates.
- A20** By the end of the school the boy
- 1) was awarded his first form prize.
  - 2) was among the best school students.
  - 3) had to work harder and harder.
  - 4) still couldn't get the high grades.
- A21** According to the boy the 'Lucky Break' refers to
- 1) moving to a right place.
  - 2) entering a good school.
  - 3) getting a big test book.
  - 4) meeting the lady tutor.

*По окончании выполнения заданий В2, В3 и А15–А21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В2, В3, А15–А21 располагаются в разных частях бланка.*

### Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10**, так чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

#### Scottish Castle

- |  |   |                       |
|--|---|-----------------------|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>B4</b></div> | <p>For more than 800 years the castle was a fortress against the English and rival Scottish clans. For the most part it was in a state of neglect since then. About 150 years ago it became a luxurious farm house and then in the early part of the _____ century it became a hunting and fishing lodge.</p> | <p><b>TWENTY</b></p>  |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>B5</b></div> | <p>Wealthy visitors paid good money trying to catch Atlantic salmon — Scotland's _____ sporting fish.</p>   | <p><b>STRONG</b></p>  |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>B6</b></div> | <p>The inspiration to restore the castle came to John Faulkner when he _____ in the sea on an unusually warm August afternoon.</p>  | <p><b>SWIM</b></p>    |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>B7</b></div> | <p>Now, ten years after that summer swim, he is in the mood for celebration as he finally _____ his biggest ambition. All the difficult and expensive restoration is finished and his first guests are due to arrive this evening.</p>  | <p><b>REALISE</b></p> |

#### Restaurant with a Difference

- |   |  |                            |
|---|--|----------------------------|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>B8</b></div>  | <p>The Rapid River Camp is a huge family style restaurant. Food _____ and even the cooking is done by staff in period costume.</p>                           | <p><b>SERVE</b></p>        |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>B9</b></div>  | <p>One _____ to choose one of the big, high calorie dishes loved by real forest workers. In fact there is a large menu to suit all tastes and appetites.</p> | <p><b>NOT<br/>NEED</b></p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>B10</b></div> | <p>On Tuesdays and Fridays you can also see demonstrations of a steam powered saw, _____ up the wood just as it did 100 years ago.</p>                       | <p><b>CUT</b></p>          |



Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B11–B16, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11–B16.

### Advantages of a regular homework

- |            |  |                  |
|------------|--|------------------|
| <b>B11</b> | What is homework? Should it always be done in writing, or can it be oral? Is it _____ connected with the information and tasks from the text books?  | <b>NECESSARY</b> |
| <b>B12</b> | Homework refers to any work or _____ that students are asked to do outside the classroom, either on their own or with other students or parents.   | <b>ACTIVE</b>    |
| <b>B13</b> | Sometimes it is based on comparatively simple drill exercises, sometimes it involves _____ challenging tasks, project or research work aimed at integrating skills and knowledge from different subject areas.   | <b>HIGH</b>      |
| <b>B14</b> | Research indicates that schools in which homework is _____ assigned and systemically assessed tend to have higher achieving students, as learning is not confined to the schoolroom environment.   | <b>ROUTINE</b>   |
| <b>B15</b> | Homework appropriately designed and well balanced is able to enhance self-discipline and good study habits; to develop students' _____ and initiative.   | <b>DEPEND</b>    |
| <b>B16</b> | It can also provide an opportunity to revise or complete classroom work, thus reinforcing what has been taught, to provide regular feedback on the students' progress in learning and raise _____ skills and standards. Parents who are concerned with their kids' homework get an opportunity to become engaged in the education of their children. | <b>ACADEMY</b>   |

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### A night at the Museum

Anna and Ira are best friends. They are both Russian but **A22** the Southbank International School as their parents both work in London. They are fifteen now and are studying hard for their International Baccalaureate. Every Saturday they love to visit museums and galleries in London and so now they have visited **A23** all of them. But, above all, their absolute favourite is The Natural History Museum in South Kensington.

They filled in an online **A24** form and became “members”. This means they get free magazines called “Evolve” and “Second Nature”, get fast track entry to special exhibitions and they get invited to previews, workshops, talks and special **A25**. They even get to use the special member’s room where there are free refreshments, magazines and internet access. It **A26** them £6 for the year but they felt it was really good value for money.

Last weekend they took part in “Dino snores” — an event **A27** by the film “A Night at the Museum”. They were given a talk about bugs by TV nature presenter Nick Baker, explored the Dinosaur gallery in the dark on a torch-lit tour, watched films and played games, and then slept in sleeping bags under the shadow of the huge Diplodocus in the Museum’s iconic Central Hall. It was a night they’ll never forget. Although Ira and Anna are both interested in Dinosaurs — they are more interested in present day wildlife and most interested of all in **A28** Russian wildlife. When they go back to Moscow both want to study and eventually become wildlife research scientists.

- |            |                |               |               |                  |
|------------|----------------|---------------|---------------|------------------|
| <b>A22</b> | 1) attend      | 2) visit      | 3) go         | 4) enroll        |
| <b>A23</b> | 1) about       | 2) almost     | 3) already    | 4) approximately |
| <b>A24</b> | 1) application | 2) admission  | 3) entrance   | 4) request       |
| <b>A25</b> | 1) dealings    | 2) actions    | 3) procedures | 4) events        |
| <b>A26</b> | 1) cost        | 2) charged    | 3) priced     | 4) spent         |
| <b>A27</b> | 1) stimulated  | 2) motivated  | 3) inspired   | 4) encouraged    |
| <b>A28</b> | 1) struggling  | 2) preserving | 3) securing   | 4) supporting    |

По окончании выполнения заданий B4–B16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B4–B16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4–B16 буквы записываются без пробелов и знаков препинания.

## Раздел 4. Письмо

Для ответов на задания C1, C2 используйте Бланк ответов № 2. При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются.

При заполнении Бланка ответов № 2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.

**C1** You have 20 minutes to do this task.

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

*... Our school administration is planning to introduce a new school uniform. Students and parents are welcome to come up with ideas. Personally I'm quite happy with the old one—a white shirt or a blouse and a tie for both boys and girls. Do all school students in Russia wear a uniform? What's your idea of a good school uniform? Should it be the same for boys and girls?*

*Just imagine I am going on an exchange school program to France!*

Write a letter to Lisa.

In your letter

- answer her questions
- ask 3 questions about her school exchange program

Write 100–140 words.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*The best things in life are free.*

What is your opinion?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

## **ВАРИАНТ 3**

### **ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 46 заданий.

Раздел 1 (Аудирование) включает 15 заданий, из которых первое — на установление соответствия и 14 заданий с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение Раздела 1 — 30 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время на выполнение Раздела 2 — 30 минут.

Раздел 3 (Грамматика и лексика) включает 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 — 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в Бланк ответов № 1.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Общее время проведения экзамена — 160 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

**Желаем успеха!**

## Раздел 1. Аудирование

**B1**

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке A–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. Good books can transport you to other worlds.  
 B. It's nice practice to give away books that you have already read.  
 C. In some cases it is not bad to watch a screen version of the book.  
 D. The difficult language of some writers can hide a good story.  
 E. A good mixture of mental stimulation is good.  
 F. Old novels are not worth reading.  
 G. Traditional reading will never stop.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор между слушательницей компьютерных курсов и ее инструктором. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

**A1**

Ivy previously believed she could never learn to use computers.

- 1) True      2) False      3) Not stated

**A2**

Ivy's husband Fred is impressed by Paul.

- 1) True      2) False      3) Not stated

**A3**

Fred has been on a computer course before.

- 1) True      2) False      3) Not stated

**A4**

Paul refused to take Fred as his trainee.

- 1) True      2) False      3) Not stated

**A5**

James and Katie will do two evenings a week in September.

- 1) True      2) False      3) Not stated

**A6**

CLAIT is easier than the Office Skills course.

- 1) True      2) False      3) Not stated

**A7**

Ivy plans to finish both CLAIT and Office Skills courses by the end of winter.

- 1) True      2) False      3) Not stated

*Вы услышите рассказ об инциденте в ресторане. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** The narrator was
- 1) a naturally talented cook.
  - 2) just able to follow recipes.
  - 3) a qualified chef.
- A9** The narrator worked in the kitchen with a man, who was from
- 1) Panama City, Florida.
  - 2) French Louisiana.
  - 3) Los Angeles.
- A10** When the narrator was asked in the dining room he worried because he thought
- 1) the problem might have been his fault.
  - 2) the woman would make a complaint.
  - 3) that Suzie would call the police.
- A11** The lady was unhappy because she
- 1) expected better service.
  - 2) didn't like the taste of the food.
  - 3) was afraid of the shrimp 'staring' at her.
- A12** In the end the unhappy customer
- 1) ate the same dish.
  - 2) ordered another dish.
  - 3) refused to eat anything at the restaurant.
- A13** The narrator was asked to return to the dining room again because
- 1) Suzie wanted to see him.
  - 2) other customers insisted on it.
  - 3) the unhappy customer came back.
- A14** The narrator was generously rewarded for
- 1) being inventive as a cook.
  - 2) his ability to compromise.
  - 3) being calm and kind to a difficult client.

*По окончании выполнения заданий В1 и А1–А14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В1, А1–А14 располагаются в разных частях бланка. В1 расположено в нижней части бланка. При переносе ответов в задания В1 цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

B2

*Установите соответствие между заголовками 1–8 и текстами А–Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.*

- |   |   |
|---|---|
| <p>1. Naturally different</p> <p>2. Big age difference</p> <p>3. Different opinions</p> <p>4. Different ambitions</p> | <p>5. Small differences</p> <p>6. No difference at all</p> <p>7. Different rules</p> <p>8. Learning to be different</p> |
|---|---|
- A. John and James are identical twins but they don't go to the same school. Their parents felt this would help them develop individual tastes, interests and styles-but the boys at first hated the idea. Now they are really happy at their schools but occasionally they swap places just for fun! The brothers are best friends but they now agree that their parents were probably correct.
- B. Anna and Beth are twin sisters but they are most unlike each other. Technically they are "non-identical" twins. Anna is blonde and Beth is a brunette. Anna is noisy, energetic and always crashing around to hip hop and rap. Beth is much quieter and likes listening to classical music and reading. Anna eats anything and Beth is a vegetarian. But they are, absolutely, the closest and best of friends.
- C. The Perkins children, Sally and John, both study hard every evening after college and most weekends. Sally studies French, history and Art. She plans to go to university in Paris and wants to either work in a museum or an art sale room. John studies the Russian language, business studies and maths. He wants to study in St. Petersburg and to set up his own import business. I am sure both will succeed.
- D. Greg's dad believes that there is no original, exciting new music being written and performed today. Greg strongly disagrees and can name several new bands and singers that are both completely original and really popular. But his Dad is a professional musician and was quite successful when he was young. He argues that nearly every successful song now is simply a reworked version of an older one.
- E. In the UK you can legally do different things depending on your age. You can vote for a new government at 18 but at 17 you cannot drink a beer. At 16 you can marry and become a parent but you cannot drive to your wedding or make a traditional toast! Meanwhile lots of bars and clubs are open only to people above 21 which means, married, voting, car driving parents could still be too young to enter.
- F. Serious stamp collectors are men and women who appreciate details. To the casual observer, the oldest postage stamps in the world — the Victorian "Penny Blacks" — all look identical. Millions were made but only a few of them are truly valuable. A serious collector knows this and the ability to find tiny variations in the paper, ink or code used helps them to find the "Penny Black's" that are rare and valuable.

G. Dina Ruiz has Japanese and black ancestry on her father's side of the family and English, Welsh and German on her mother's. She was born in California and married her husband, actor Clint Eastwood, in Las Vegas. When she first met Eastwood, she was 28 and he was 63. She is most famous as a TV news "anchor" and is Chair of The California Museum for History, Women and the Arts.

A	B	C	D	E	F	G

**B3**

*Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.*

### Mikhail Lomonosov and Moscow State University

Mikhail Lomonosov was one of the intellectual titans of XVIII century. His interests ranged from history, rhetoric, art and poetry A\_\_\_\_. Alexander Pushkin described him as B\_\_\_\_, whose lifelong passion was learning.

Lomonosov's activity is a manifestation of the enormous potential of the Russian scientific community. Peter I reformed Russia, which allowed the country to reach the standard of C\_\_\_\_ many spheres. Great importance was placed on education. St. Petersburg Academy of Sciences, founded by Peter I, established a university and a grammar school to educate intellectuals and researchers the country needed; however, these educational establishments could not fulfill the task they took on. It was Michael Lomonosov D\_\_\_\_ of establishing a university in Moscow. An influential courtier and the E\_\_\_\_ Count Shuvalov supported Lomonosov's plans for a new university and presented them to the Empress.

In 1755, on 25 January—St. Tatiana's Day according to the Russian Orthodox Church calendar—Elizaveta signed the decree that a university should be founded in Moscow. The opening ceremony took place on 26 April, when Elizaveta's coronation day was celebrated. Since 1755 25 January and 26 April F\_\_\_\_ Moscow University; the annual conference where students present the results of their research work is traditionally held in April.

1. who suggested in his letter to Count Shuvalov the idea
2. to mechanics, chemistry and mineralogy
3. a person of formidable willpower and keen scientific mind
4. favourite of Empress Elizaveta Petrovna, the patron of arts and science
5. the contemporary European powers in
6. are marked by special events and festivities at
7. famous among all educated people

A	B	C	D	E	F



*Прочитайте текст и выполните задания A15–A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

### FAMILY MEAL TIMES

The family meal time is one of the most valuable routines to establish in the life of a family. Research has proved that children who eat at least one meal a week with their families benefit greatly in terms of social skills and acceptance of shared responsibilities. They learn simply and directly through their own experience, the importance of family interaction and the value of close friendship, support and loyalty.

In theory and with practice, a shared meal can be the setting for peaceful conversation and allow each family member the opportunity to talk about his/her day, and possibly to discuss any problems or issues. Successful family meal times are primarily about talking and communication. In the modern age of 24 hour TV, computer games and computer social networking sites — the fact is that it is often easier to eat alone rather than together. Furthermore, if parents fail to establish these routines whilst their children are young it is very hard to implement them when the kids become teenagers. But it is not impossible. There are various strategies available for promoting shared family meals.

It is of first importance that every family member should be made to understand the possible benefits; namely that our lives really can be better in general if we make the effort to communicate more effectively. Next step — a weekly meal together can be set as a realistic first goal. The meal should be quite a tasty and popular one as an inducement to keep the kids away from computers and TV sets!

It is important that shared meals should not be the setting for trying to deal with family disputes. There will always be arguments from time to time — even in the happiest and closest families. But these should be kept away from the dinner table if possible. Parents are encouraged to set the tone by example. Light hearted banter, stories about the day and a joke or two can help set the tone. They can also help by being attentive listeners and appropriate responders. Successes should be marked by congratulation and bad news supported with commiseration. Quieter family members should be encouraged by asking what their opinion is on something, rather than about what they did or failed to do. It makes them feel more important and valued. Sometimes a good start can help a simple family meal go on to be a really enjoyable or even memorable experience.

The next stage in building this routine can be to introduce more days. In our experience the best place to start is Sunday lunch. The second might be to establish Wednesday nights as family meal time. Of course the most important thing is flexibility. This and a bit of effort are required to set up helpful routines but the pay back can be immense for a family.

Dinnertime family routines, especially if established early on, have all kinds of other potential benefits. For example children can be encouraged to prepare one course (possibly on an agreed rota); they might even be encouraged to compete to produce maybe an exceptional soup or a truly sensational desert! This can be good fun.

Once established, family meal routines are also great for developing good table manners and “work” habits. Children can learn to set the table, help with clearing up and generally build good patterns of co-operation with their parents, friends and the people they meet with in daily life.

- A15** We know that children who eat with their parents benefit because they
- 1) have greater intelligence.
  - 2) show better test results.
  - 3) develop better social skills.
  - 4) learn to speak sooner.
- A16** Establishing a routine family meal is
- 1) impossible because of computer games, TV, etc.
  - 2) possible only when the children are young.
  - 3) impossible as to eat alone is easier than together.
  - 4) possible with a strategic approach.
- A17** The most important thing in creating a new routine is to
- 1) start with one shared meal per week.
  - 2) make sure everyone understands the benefits.
  - 3) tempt everyone with a popular meal.
  - 4) keep the kids away from computers and TV sets.
- A18** Shared family meals should
- 1) accept that even happy families sometimes argue.
  - 2) involve telling lots of jokes as a must.
  - 3) be the setting for trying to deal with family disputes.
  - 4) never be used for family heated discussions.
- A19** Quiet family members should be encouraged to participate in a conversation by
- 1) asking them to express their opinions.
  - 2) asking about what they have done.
  - 3) inviting them to share their problems.
  - 4) congratulating them from time to time.
- A20** The next stage in building a meal sharing routine is to
- 1) introduce as many days as possible.
  - 2) introduce cookery competitions.
  - 3) add Wednesday night to the schedule.
  - 4) be persistent and more flexible.
- A21** Once established, family meals are crucial for
- 1) getting the table set for and cleared after a meal.
  - 2) establishing better rapport with family and friends.
  - 3) teaching children table manners and "work" skills.
  - 4) making the children more independent in life.

*По окончании выполнения заданий В2, В3 и А15–А21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В2, В3, А15–А21 располагаются в разных частях бланка.*

### Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10**, так чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

#### SPORTS DAY

- B4** Our school used to have a ritual day of torture, embarrassment and humiliation for the less athletic pupils at the school. It \_\_\_\_\_ **CALL**  
Sports Day.
- B5** There were many spectators: parents, teachers and classmates were all there to cheer and applaud the \_\_\_\_\_, fastest and most **FIT**  
successful athletes in the school.
- B6** For useless athletes like me, these were the worst days of our school lives. However, I eventually developed a strategy that made it a little \_\_\_\_\_ **GOOD**  
I took up throwing the hammer.
- B7** Amazingly I became quite good at it. Finally, on my last Sports Day — two days before my last ever school day — I came \_\_\_\_\_ in the **THREE**  
Hammer Throw, stood on a podium and was presented with a bronze medal!

#### International Summer School Cultural Programme

- B8** Even if you come to our Summer school only to study English, your visit to the UK would not be complete without a trip to London. Our students will have time to see the sights and absorb the atmosphere as they spend \_\_\_\_\_ last night in this fabulous city. **THEY**
- B9** All our students enjoy two day trips each week, \_\_\_\_\_ cultural **VISIT**  
sites as well as much more cheerful attractions. All of the trips last a full day, so there is plenty of time for the students to experience everything.
- B10** We also offer a wide range of fun activities with our English PLUS program, but these \_\_\_\_\_ in the basic course price, but can be a **NOT**  
great way to learn new skills while practicing English. **INCLUDE**

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11–B16**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### New Tourism in France

- |            |  |            |
|------------|--|------------|
| <b>B11</b> | France is one of the world's most popular tourist destinations. To most people perhaps, the _____ of France lies in her art and culture.   | GREAT      |
| <b>B12</b> | But for the more _____ tourists there is a different side to France that will reward all who make the journey.   | ADVENTURE  |
| <b>B13</b> | Surprisingly enough, old factories and plants have become _____ to French tourism. In France, every year, no fewer than 1400 companies, heritage museums or industrial sites draw 20 million visitors. | IMPORTANCE |
| <b>B14</b> | It is _____ the giants of the food and agricultural industry together with the traditional crafts that have the most appeal.   | GENERAL    |
| <b>B15</b> | With attractions such as the 17th century Strasbourg breweries and the Millau Viaduct (the highest road bridge in the world) _____ tourism has become a flourishing sector.                            | INDUSTRY   |
| <b>B16</b> | Whether it is sugared almonds or cast iron dishes, Reblochon cheese, beer making or sparkling French crystal — many people are fascinated by the _____ of how things are made.                         | REAL       |

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### The storybook wolf

José Luis Rodríguez of Spain is the overall winner of The Wildlife Photographer of the Year **A22** \_\_\_\_\_ a wolf jumping over a gate! He visualized his photo many years ago, when Iberian wolves first returned to Vila in the Castillo y Leyn region of northern Spain, and cattle ranchers **A23** \_\_\_\_\_ war on them. His idea was a picture that would symbolize the ancient conflict **A24** \_\_\_\_\_ humans and wolves, while showing the beauty and strength of this fabled animal. But it took a long time to find the ideal **A25** \_\_\_\_\_, let alone a wolf that would jump a gate. His chance came when he found a landowner who was happy to have both the wolves and José Luis on his property, and also had the ideal setting: a copse and an ancient, disused cattle corral. José Luis started by placing meat in the corral.

Once he knew a male wolf was visiting regularly, jumping the gate, he began to introduce the bits of equipment needed to **A26** \_\_\_\_\_ up a camera trap. At first, the wolf didn't like the flash triggered by the trip beam, but after a few weeks he **A27** \_\_\_\_\_ no notice of the light or the clicks of the hidden digital camera. Now that the wolf was happy and the camera **A28** \_\_\_\_\_ was right, it was time to take the final picture with a medium-format camera. When the first transparencies arrived back from the lab, José Luis was overjoyed to find he finally had the picture he had dreamt of.

- |            |               |                |                |                |
|------------|---------------|----------------|----------------|----------------|
| <b>A22</b> | 1) tournament | 2) competition | 3) test        | 4) race        |
| <b>A23</b> | 1) pronounced | 2) revealed    | 3) broadcasted | 4) declared    |
| <b>A24</b> | 1) between    | 2) among       | 3) within      | 4) amongst     |
| <b>A25</b> | 1) situation  | 2) sight       | 3) location    | 4) destination |
| <b>A26</b> | 1) put        | 2) place       | 3) set         | 4) build       |
| <b>A27</b> | 1) took       | 2) received    | 3) gave        | 4) paid        |
| <b>A28</b> | 1) posture    | 2) positioning | 3) posing      | 4) pose        |

По окончании выполнения заданий B4–B16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B4–B16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4–B16 буквы записываются без пробелов и знаков препинания.

## Раздел 4. Письмо

Для ответов на задания C1, C2 используйте Бланк ответов № 2.

При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются.

При заполнении Бланка ответов № 2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.

**C1** You have 20 minutes to do this task.

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

*.... 2 weeks ago we went out into the countryside for a family picnic. It rained cats and dogs but we had a great time. Does your family go on picnics? Do you enjoy them? I imagine you probably have the same weather problems as we do in England?*

*I have some great news!! Our school band won Silver in the state "Battle of the Bands" contest. Awesome!*

— Write a letter to Charlie.

In your letter

— answer his questions

— ask 3 questions about the band competition

Write 100–140 words.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Education polishes good natures and corrects bad ones.*

**What is your opinion?**

Write 200–250 words.

Use the following plan:

— make an introduction (state the problem)

— express your personal opinion and give reasons for it

— give arguments for the other point of view and explain why you don't agree with it

— draw a conclusion

**ВАРИАНТ 4****ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 46 заданий.

Раздел 1 (Аудирование) включает 15 заданий, из которых первое — на установление соответствия и 14 заданий с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение Раздела 1 — 30 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время на выполнение Раздела 2 — 30 минут.

Раздел 3 (Грамматика и лексика) включает 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 — 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в Бланк ответов № 1.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Общее время проведения экзамена — 160 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

**Желаем успеха!**

## Раздел 1. Аудирование

**B1**

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке A–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. It is good to be spontaneous when travelling.
- B. Weekends can be really boring.
- C. Weekends are perfect for long walks.
- D. The best thing about Saturday morning is breakfast.
- E. It's good to get outside at the weekend.
- F. Sundays are for meeting friends and chatting.
- G. Sport is more about fun than prizes.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор брата и сестры о планах на отпуск. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

**A1**

Katie's initial view about Paul's summer plans is entirely positive.

- 1) True    2) False    3) Not stated

**A2**

Katie enjoys department store work.

- 1) True    2) False    3) Not stated

**A3**

They finally agree that there is no excuse for not being computer literate.

- 1) True    2) False    3) Not stated

**A4**

In the summer Paul will work individually with every trainee.

- 1) True    2) False    3) Not stated

**A5**

Paul has been a volunteer before.

- 1) True    2) False    3) Not stated

**A6**

Katie never volunteered for anything.

- 1) True    2) False    3) Not stated

**A7**

Paul believes they share the same motives for their summer holidays.

- 1) True    2) False    3) Not stated



*Вы услышите рассказ о современной рекламе. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** Viral marketing is used to promote
- 1) only chocolate, health products and football teams...
  - 2) things that potential buyers need badly.
  - 3) all types of goods, products and other things.
- A9** What is **TRUE** about Viral marketing and advertising?
- 1) It is inexpensive compared to traditional advertising.
  - 2) It is always more successful than "hard sell" advertising.
  - 3) It randomly contacts huge numbers of people.
- A10** What is **NOT TRUE** about Viral advertising and marketing?
- 1) It forces people to buy unnecessary things.
  - 2) It only works on teenagers or people with hobbies.
  - 3) It is the practice of placing messages on Internet sites.
- A11** It is called an epidemic when
- 1) huge numbers of people buy what they really need.
  - 2) lots of people become internet friends.
  - 3) huge numbers of people pass on a sales message.
- A12** Many believe that viral marketing is wrong because
- 1) it steals peoples secrets.
  - 2) hired people pretend to be members of a chat group.
  - 3) it puts innocent comments on the internet.
- A13** Astroturfing is about
- 1) sharing and discussing political opinions.
  - 2) spontaneous "word of mouth" opinion sharing.
  - 3) falsely creating public opinion.
- A14** The writer believes the best way to get an opinion is to
- 1) be cautious about astroturfing techniques.
  - 2) hear it in real conversations.
  - 3) avoid fake messages.

*По окончании выполнения заданий B1 и A1–A14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B1, A1–A14 располагаются в разных частях бланка. B1 расположено в нижней части бланка. При переносе ответов в задании B1 цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

*Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.*

- |                               |                          |
|-------------------------------|--------------------------|
| 1. The wrong goal             | 5. Too stressful         |
| 2. Extra-curricular over load | 6. Too many distractions |
| 3. Too much homework          | 7. A better system       |
| 4. Arguably helpful           | 8. Poor co-ordination    |

- A. My problem with homework is that I am rather fond of TV and computer games. Every evening after school it is the same. I start with the highest intentions. I'll just play one round of Final fantasy and then begin. But it tends to be three rounds and then tea time. Oh — and then my favourite program begins in 10 minutes so I'll start after that. And so it goes on. Probably I lack motivation.
- B. It is so much faster doing homework these days. All our assignments can be done on the PC which means correcting and changing things is so easy. But of course the Internet is the biggest shortcut of all. Maybe it's true what they say that it stops you reading textbooks. You get snatches of information rather than the whole story. Maybe I should try to use the internet less.
- C. I am a drummer and a pianist. The school really encourages this and I have two one hour lessons a week plus one to two hours daily practice. I am in the basketball team. The school encourages this and we practice twice a week. I got picked to be in the school play. Rehearsals are two hours a week. Will somebody please tell me when I am supposed to get my homework done?
- D. Exam practice, constant revision, exam techniques and how to get the highest possible grade— is this what education is supposed to be about? The school seems obsessed with grades and the school results league table. We are currently 17<sup>th</sup> highest achievers in England but if we really try hard this year we might make top 10. Silly me! I thought education was about learning and preparing for adult life.
- E. For some kids exams bring more pressure than they can cope with. They worry about what their parents will say, not to mention what their teachers or class mates will think. No wonder some of them freeze up in the exam hall and are unable to write anything out of sheer nerves.
- F. Why do they do it? We get three weeks in a row with minimal homework and then every teacher in the school sets a massive assignment to be completed "by next Friday — no late submissions". Why don't they get together and try and even the load?

G. I think Continuous Assessment is a very sensible idea. Education should not simply be about slick exam performance, but about overall how you perform in school — how you study, how much you read, how logical and clear your essay arguments are. 50% of our final grading should be based on course work. I think it is fair.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

### Window Shopping

The day would be spent with my best friends Kath and Kate. We are actually three Catherines (by birth spelt with a C), A\_\_\_\_\_ we are all K's: Kat (that's me), Kath and Kate — the 3K Window Shopping gang!

Window shopping is simply wonderful. You can look at any outfit. You can try on B\_\_\_\_\_ not a single item on sale for which the price is a problem. You will try something on, ponder, pout, twirl, think hard, check yourself in the mirror one last time and finally reflect C\_\_\_\_\_ right for you! The highlight of this regular adventure however, is generally the 3K chocolate and ice cream break in the Shopping Centre's top floor caffè

Of course we do not believe that we are wasting anyone's time. We do D\_\_\_\_\_ as well, but a reliable equation for us is — 3Ks + shopping mall = a good time.

But E\_\_\_\_\_ out to be especially memorable. One of the stores had a questionnaire lottery with the first prize being a voucher worth £200. We filled in the question forms while in the caffè and returned to the store by their 2.00pm deadline. Kate won the first prize but we had decided in advance that if any of us won something, we would share equally: All for one K and one for all! At this point our morning of window shopping paid off. We completed F\_\_\_\_\_ slightly less than 10 minutes: three skirts, three hats and three belts and three very OK, K's.

1. not like to spend our time
2. that it's probably not quite
3. that particular day turned
4. our real shopping in
5. sometimes go shopping for real
6. anything you want and there is
7. but when we are together

A	B	C	D	E	F

*Прочитайте текст и выполните задания А15–А21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

### Crash Landing

At that time the people of Britain would have been shocked to know that women were flying their most famous war plane. But the fact is that the ATA (Air Transport Auxiliary) had over 100 women pilots who delivered more than 300,000 air craft during the war. We had to fly the Spitfires from the factories and deliver them to airfields dotted around the south of England. Normally we would be flying in daylight with good visibility conditions. That is why we were never given instrument training as our instructors told us that with all the restrictions of war time, there was no time or money to spare for this luxury.

Occasionally we had to fly other aircraft — without any kind of additional training at all. Probably some high ranking, non-flying military official somewhere said that all aircraft were exactly the same to fly. Well — I can assure you that this is not true. With unfamiliar aircraft we had ten minutes to read an instruction booklet called the “Ferry Pilot Notes”: And that was it. We had to climb in, fire up, taxi and then take off in completely unknown flying machines.

That particular day, the day I came so close to death, was my twenty first birthday. I had no cake or candles that day and my two friends and myself shared some chocolate— the only luxury available in those days. We drank apple juice, and ate apples and cheese. We entertained ourselves with silly stories. But at one solemn moment we also made a toast to absent friends and remembered the girls who had died delivering aircraft.

In the morning we were driven to the factory and my worst fears were realized. Instead of a lovely new and familiar Spitfire I had a bulky Torpedo bomber. We all hated these as several had crashed without any clear reason why. I was able to take the Ferry Pilot Notes into the canteen and studied them over breakfast. I had a very uneasy feeling in my stomach which had nothing to do with the breakfast I was consuming. I had birthday kisses from the other girls but it only made me feel worse.

At about 11 I was given my flight plan and it was time to go. I looked at the sky. There was a strange quality to the light that I didn't like and I was worried. With no instrument training, fog or mist made flying incredibly dangerous and absolutely terrifying. With a heavy heart I fired up the engine.

Within 20 minutes I was approaching the river Forth. But I couldn't see the river as clouds thickened up around me. I took the aircraft lower and lower looking for a glimpse of the ground. At one point I was sure that I was virtually at ground level but I couldn't see a thing. It was too dangerous to continue. I could hear my heart beating even over the roar of the engine.

When it happened — it happened really quickly. The plane hit water. I didn't see anything. I was thrown against my straps — and then a flood of cold seawater in my eyes and mouth. I was a mile out to sea!

I was certain I was going to die. Funnily enough— I was perfectly calm. I even thought that my ATA insurance payment would really be a big help to my Mother. But then survival instinct kicked in. I was still alive — and close to shore. I had no life jacket or any survival gear but I was a good swimmer. I was certain there were no bones broken and I didn't have to swim far. I was picked up by a fishing boat that I had narrowly missed in the fog. And in the end I got a real birthday drink after all — a cup of spiced, dark rum.

- A15** Women pilots from ATA had no instrument training because
- 1) it was an auxiliary air force.
  - 2) they were not supposed to fly in low visibility.
  - 3) their main job was to deliver Spitfires to airdromes.
  - 4) there was no money for this during the war.
- A16** "Ferry Pilot notes" were instruction booklets written to
- 1) help women pilots.
  - 2) explain how to fly the plane.
  - 3) ensure further training.
  - 4) explain how to fly a plane.
- A17** The narrator and her friends had no cake because
- 1) it was still the day before her birthday.
  - 2) they preferred apples and cheese.
  - 3) it was hard to obtain one in wartime.
  - 4) it was a tradition to eat it in the pilot canteen.
- A18** The narrator was unhappy to take a Torpedo bomber because
- 1) it was a bulky aircraft.
  - 2) she preferred to fly Spitfires.
  - 3) she didn't know how to fly it.
  - 4) the plane was notorious.
- A19** The narrator flew with a heavy heart because she
- 1) didn't feel healthy.
  - 2) found her flying plan incredibly dangerous.
  - 3) was worried there might be poor visibility.
  - 4) was in a blue mood.
- A20** The narrator's words 'It was too dangerous to continue' refer to her decision to
- 1) keep on flying lower.
  - 2) make an emergency landing on the water.
  - 3) continue the flight.
  - 4) ignore her heart problems.
- A21** The moment the plane crash landed the narrator
- 1) was sure she could swim to shore.
  - 2) prepared to die.
  - 3) wished she had a life jacket.
  - 4) worried about her mother.

*По окончании выполнения заданий В2, В3 и А15–А21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В2, В3, А15–А21 располагаются в разных частях бланка.*

### Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10**, так чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

#### International Summer School in London

- B4** Each summer the UK welcomes children to international summer schools. They come from more than 45 different \_\_\_\_\_ and many of them come to Dean Close year after year. COUNTRY
- B5** \_\_\_\_\_ summer school provides a safe, stimulating environment for international students aged 11 to 16 to learn English, experience life in the UK and make strong friendships. WE
- B6** Every student receives 15 hours of lessons each week from qualified and imaginative teachers. Evening activities give students the opportunity to relax after a long day and get \_\_\_\_\_ one another in a relaxed, multi-national environment. KNOW

#### A Typical School Day

- B7** 9.00 am is Assembly time. This \_\_\_\_\_ our being counted, told to be good and fifteen minutes of mind numbing boredom. INVOLVE
- B8** On Tuesdays we begin with double biology. This means 90 minutes instead of 45. You feel as if you actually \_\_\_\_\_ something. LEARN
- B9** Then follows a 20 minute break and two single periods on History and French. Lunch lasts an hour. We spend about 10 minutes on \_\_\_\_\_ and then have 50 minutes for football. EAT
- B10** One time a tournament \_\_\_\_\_ between two classes. We got so involved in the game we failed to notice the bell and got into terrible trouble for being late for class. ORGANISE

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B11–B16, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11–B16.*

### Repin

- |            |   |            |
|------------|---|------------|
| <b>B11</b> | Ilya Yefimovich Repin was born in Kharkov, Ukraine in 1844. Aged 22, after an _____ that covered icon painting and portraiture, he was admitted as a student to the Imperial Academy of Arts in St Petersburg.  | APPRENTICE |
| <b>B12</b> | For more than 3 years, supported by the Academy, Repin lived in Italy and France where he was exposed to _____ Impressionist painting. This influenced his use of light and colour but he never became an impressionist.  | FRANCE     |
| <b>B13</b> | Instead he developed “a realist” style of painting. His works often revealed great _____ depth and exposed tensions within the existing social and political order. In his old age he was celebrated within the USSR.   | PSYCHOLOGY |
| <b>B14</b> | The fact that in the Soviet Union he was eventually identified with the school of “Socialist Realism” may have harmed his reputation in the West. This is a pity because western prejudice may have _____ many art lovers from looking closely at Repin’s work. | COURAGE    |
| <b>B15</b> | The fact is that Repin painted some of the most exciting, original and _____ paintings of his age. “Party”, “They Did Not Expect Him” and “Reply of the Zaporochian Cossacks” are just a few of his many masterpieces.  | AMBITION   |
| <b>B16</b> | But his greatest contribution to the history of art lies in his fabulous portraits. They are filled sometimes with _____, sometimes with humour and tell stories with the hint of a smile and amazing contrasts of shades.                                      | TENSE      |

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### New Family Member

Tracey and her sister had always wanted their own horse. And although neither of them had much spare money, they were about to **A22** \_\_\_\_\_ their dream. The tricky part was not getting a horse but actually finding somewhere to keep one. But eventually Mrs. Richards agreed to let the girls **A23** \_\_\_\_\_ a small field at the far end of the farm. This was going to **A24** \_\_\_\_\_ them £500 a year but it would work out at just over 20 pounds per month each which was OK. The horse himself was coming from the Horse Rescue Charity. They would need to make a small donation every year to cover the cost of an animal welfare inspector who would visit twice a year. The **A25** \_\_\_\_\_ expenses after this would be for food and vet bills. But the two girls were **A26** \_\_\_\_\_ that they could manage and were committed to going ahead. And it was a big commitment. They were getting an eighteen month old skewbald colt named Domino. Horses often live over twenty years and the sisters were taking him on **A27** \_\_\_\_\_ life. Actually they had plans to get another horse as a friend for Domino. But first of all Domino would need to settle down. He had been badly treated by his previous owners and was still a bit nervous and difficult to **A28** \_\_\_\_\_.

- |            |            |                |               |              |
|------------|------------|----------------|---------------|--------------|
| <b>A22</b> | 1) realise | 2) consider    | 3) have       | 4) believe   |
| <b>A23</b> | 1) borrow  | 2) pay         | 3) rent       | 4) lend      |
| <b>A24</b> | 1) charge  | 2) fee         | 3) pay        | 4) cost      |
| <b>A25</b> | 1) longest | 2) biggest     | 3) hugest     | 4) tallest   |
| <b>A26</b> | 1) assured | 2) comfortable | 3) thoughtful | 4) confident |
| <b>A27</b> | 1) for     | 2) during      | 3) at         | 4) to        |
| <b>A28</b> | 1) deal    | 2) agree       | 3) handle     | 4) cope      |

По окончании выполнения заданий **B4–B16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ**, что ответы на задания **B4–B16, A22–A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4–B16** буквы записываются без пробелов и знаков препинания.



## Раздел 4. Письмо

Для ответов на задания C1, C2 используйте Бланк ответов № 2.

При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются.

При заполнении Бланка ответов № 2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.

**C1** You have 20 minutes to do this task.

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

*...Thank you for the book you sent me about the Lyceum years of Pushkin and his friends. I'm glad it was in English. My elder sister is reading it now. Isn't it amazing that all the 10-year-old boys could read, write and speak French before they got to the Lyceum?! Was home education typical for all kids under 10 in Russia in the 19<sup>th</sup> century? Would you like to study in a boarding school like Pushkin's Lyceum?*

*Next week I am planning to apply to a University.*

Write a letter to David.

In your letter

answer his questions

ask **3 questions** about the University he is going to apply to

Write **100–140 words**.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Good clothes open all doors.*

**What is your opinion?**

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

## **ВАРИАНТ 5**

### **ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 46 заданий.

Раздел 1 (Аудирование) включает 15 заданий, из которых первое — на установление соответствия и 14 заданий с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение Раздела 1 — 30 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором одного правильного ответа из четырёх предложенных. Рекомендуемое время на выполнение Раздела 2 — 30 минут.

Раздел 3 (Грамматика и лексика) включает 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 — 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в Бланк ответов № 1.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Общее время проведения экзамена — 160 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

**Желаем успеха!**

## Раздел 1. Аудирование

**B1**

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке A–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. Uniforms can 'hide' people
- B. Uniform rules can be too strict
- C. Dress-code as a sort of uniform
- D. Dress codes can prevent us looking our best
- E. Unbelievable coincidence
- F. Uniforms are always dull
- G. Dress-codes can be fun

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите разговор брата и сестры о планах на отпуск. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

**A1**

It took Alice nearly four hours to get home.

- 1) True      2) False      3) Not stated

**A2**

Michael wanted to see the film "Avatar".

- 1) True      2) False      3) Not stated

**A3**

There was no chance for them to watch TV that evening.

- 1) True      2) False      3) Not stated

**A4**

Alice would quite like to see the film about The Doors.

- 1) True      2) False      3) Not stated

**A5**

Alice is really enjoying her essay on Shakespeare.

- 1) True      2) False      3) Not stated

**A6**

Alice thinks that Michael should choose a red car.

- 1) True      2) False      3) Not stated

**A7**

Michael is not sure if he can afford a new car.

- 1) True      2) False      3) Not stated

*Вы услышите рассказ о фотоохоте на тигров. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** The girls decided to photograph a tiger in the wild in
- 1) the Aravali hills.
  - 2) Jaipur.
  - 3) Ranthambhore Park.
- A9** A good guide was essential to
- 1) get a jeep.
  - 2) secure a giant truck.
  - 3) provide technical support for the cameras.
- A10** The clothes chosen for the expedition were needed
- 1) for cold mornings.
  - 2) for extremes of hot and cold.
  - 3) to meet technical requirements.
- A11** Until that day the girls managed to get really good shots of
- 1) small animals like lizards, hares, gazelles.
  - 2) leopards and boars.
  - 3) all the target species.
- A12** The girls knew that
- 1) huge patience guaranteed a tiger sighting.
  - 2) there was no guarantee of seeing a tiger.
  - 3) skill was more important than luck to find a tiger.
- A13** The best photograph taken that day was that of
- 1) the beautiful tigress.
  - 2) a sustained sequence of three cubs and the tigress.
  - 3) a single cub.
- A14** The fact that the girls left after 5 minutes demonstrated their
- 1) gratitude to Farid.
  - 2) politeness to the tigers.
  - 3) acceptance of park laws.

*По окончании выполнения заданий B1 и A1–A14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B1, A1–A14 располагаются в разных частях бланка. B1 расположено в нижней части бланка. При переносе ответов в задания B1 цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- |                           |                       |
|---------------------------|-----------------------|
| 1. Motivating opportunity | 5. Numbers come first |
| 2. Books come first       | 6. Relevant for today |
| 3. Teachers to come first | 7. Learn by using     |
| 4. Junk food — out        | 8. Fewer and worse    |

- A. High school students have rights protected by the Constitution like everyone else, but it is complicated. There is no one set of rules. State laws differ from federal laws, and school board regulations vary from place to place. Students discover what rights they have by trying to exercise them, and, if prevented, taking the school to court.
- B. Kids who live on junk food grow up to be fat and unhealthy, so schools should teach good health. They should fill their vending machines with health foods, and lunch programs should serve nothing but nutritious meals. If some kids complain, so what? They complain about algebra, too.
- C. There is a new five-year program that lets students earn a high school diploma and two years of college at no cost. It is getting kids who are at risk to become more mature in the lower grades, to take college-prep courses, study harder, and focus on a career. Once in the program, very few drop out.
- D. Neuroscience (brain science) is finding out how teaching affects the brain. It has discovered pre-school kids can learn numbers and simple math because the number instinct is hard-wired in the brain. So is the language instinct, but teaching kids to read is harder. It takes longer for the brain to connect sounds with letters—up to 11 years.
- E. In hard times, colleges must be relevant. Today's students want Chinese and Arabic, not Latin and Greek. Economics is in demand; and even English classes are teaching how to network, write a resume, and present oneself in an interview. It is not a good time to be a philosophy professor.
- F. Computers help with drills and practice, but they are not much help in higher-level thinking. In the lower grades, money is better spent on new textbooks, music programs and the arts. In the higher grades, there is no choice. Everyone should learn to use the electronic genie.
- G. The US program, No Child Left Behind, seeks to place a qualified teacher in every classroom. But where is the pool of qualified people out there waiting to teach disadvantaged kids in the cities? US policy should provide better training and support for those already teaching. They could start a new program and call it No Teacher Left Behind.

A	B	C	D	E	F	G

**B3**

*Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.*

### The Hotel

“Have you stayed with us before sir?” asked the receptionist. His accent sounded middle-European; Czech possibly or Polish. Actually I hadn’t stayed at this particular hotel before A \_\_\_\_\_ to many others from the same chain that I had stayed at. “No — first time” I replied with unnecessary brevity. The thing is I always feel B \_\_\_\_\_ rather than treated as an individual. Every word that I was about to hear, I had heard before — delivered no doubt from the depths of a tourism and hospitality course. “Welcome to Newcastle sir. Is this your first visit to our city? Can I trouble you to complete this form? Actually the first two lines and the signature at the bottom will do. Would you like C \_\_\_\_\_, Sir? This will automatically unlock room facilities like mini-bar and telephone and any other extras you may require. Can I see your passport sir?” The questions and information D \_\_\_\_\_ responses were actually required and I handed over my passport, credit card and partly filled out form. I was tempted to write under name and address “Donald Duck, Duck Towers, Disney Street” — E \_\_\_\_\_ ever read the form again. But being a creature of habit I wrote my real name and address. While my card was being processed I looked across the reception area through the wall height windows to the beautiful River Tyne. A wave of nostalgia came over me. It was good to be back. I found myself thinking about her again and wondering F \_\_\_\_\_ a voice broke in: “It’s a plastic key card sir. You also need it to activate the lift and when you get to your room, plug it into the switch on the left as you open the door. It will automatically supply electricity to the room. Any help with your baggage? No? Then enjoy your stay”. The accomplished young Pole smiled as he delivered the final command and duly processed, I proceeded to the card activated lift.

1. me to take a print of your credit card
2. points poured out smoothly, no verbal
3. if I would even see her when
4. although it seemed virtually identical
5. so sure was I that nobody would
6. me to help you with your luggage
7. as if I am being processed like a product

A	B	C	D	E	F

*Прочитайте текст и выполните задания А15–А21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

### Kimbolton School

I went to school in a large village called Kimbolton in the county of Cambridgeshire. In recent years I have been reminded of my time there by, strangely enough, the Harry Potter books by J.K. Rowling. The first and most obvious reason is that Kimbolton is a castle school; just as Hogwarts is the castle school for Harry and his friends.

Hogwarts is of course filled with ghosts, such as Sir Nicholas de Mimsy Porpington — better known as Nearly Headless Nick: But Kimbolton also has a reputation for being haunted and in fact lays claim to a very famous ghost. This is Katherine of Aragon — the first wife of Henry VIII. She was sent there in April 1534 after refusing to accept the legality of Henry's divorce proceedings. When I arrived there as a first year in September 1971, I was told that her ghost was often seen — but only from the knees upwards. This, I was told, was because she walked on the original rather than the later modern floors. I am ashamed to confess that at times we set up "ghostly" tricks to scare our friends. These usually involved almost invisible fishing lines being used to "mysteriously" open and close cupboards or move chairs.

There are other comparisons to be made however. In Harry Potter's Hogwarts School there are four "houses"; Gryffindor, Hufflepuff, Ravenclaw and the dark house, Slytherin. The four houses being named after famous headmasters of Hogwarts' past. At Kimbolton we also had four houses named for the same reason. They were called Ingram's, Bailey's, Dawson's and Gibbard's. As I recall there were no sinister connotations with any house although probably the Slytherin equivalent was Gibbard's. At the time Gibbard's was the house for "day boys" who lived at home and travelled to school each day. The other houses were for the "borders" that lived in the castle. The dayboys were nicknamed "day bugs" and the residents were called "border bugs". I was a day bug.

There were common rooms and detentions which I suppose all schools still have. But few schools, like Kimbolton, have narrow, long corridors lined with portraits whose eyes seem to follow you round! Mind you — none of our paintings spoke to us as they sometimes do at Hogwarts! Kimbolton also has a fantastic staircase in the castle and huge murals by the Italian Rococo painter Pellegrini.

Apart from the castle, ghosts and houses there were other comparisons to Hogwarts. The teachers (who were called masters) also wore black gowns and addressed us only by our surnames. We pupils had to wear suits and ties to school and actually were not allowed to take our jackets off unless the day was exceptionally hot. But there were some fairly important differences too.

Firstly Kimbolton, at the time I was there, was a school only for boys. It has changed since, but then we had no Hermione Grangers to fight against evil with. We played football and cricket rather than Quidditch and took 'O' Levels rather than OWLS. That is "Ordinary" Level exams rather than "Ordinary Wizarding Levels". But still, looking back on it all, I have to say that I, at least, thought the place was rather magical.

- A15** The first similarity between the narrator's school and Hogwarts is that both schools are situated
- 1) far from pupils' homes.
  - 2) in an unusual school building.
  - 3) not far from London.
  - 4) near a village.
- A16** Students in Kimbolton School believed that
- 1) Katherine of Aragon became a ghost as Henry VIII murdered her.
  - 2) the ghost could be scared by moving furniture with a fishing line.
  - 3) the ghost regularly appeared in the castle at midnight.
  - 4) the ghost could be seen partially, if at all.
- A17** Kimbolton School had four houses that
- 1) got their names as in Hogwarts.
  - 2) selected students similarly to Hogwarts.
  - 3) had different reputation as at Hogwarts.
  - 4) had the same names as houses at Hogwarts.
- A18** The house the narrator belonged to
- 1) was the privileged one.
  - 2) had an evil reputation.
  - 3) had one particular difference.
  - 4) was similar to other houses.
- A19** The narrator thinks Kimbolton was not like other schools as it had
- 1) a special system of punishments.
  - 2) a very special kind of decor.
  - 3) common rooms.
  - 4) several houses.
- A20** Both teachers and students in the narrator's school
- 1) had to follow a certain dress code.
  - 2) were dressed in school uniform.
  - 3) were addressed by their surnames.
  - 4) could be compared to the ones in Hogwarts.
- A21** According to the narrator, Kimbolton was unlike Hogwarts because it
- 1) had a different exam system.
  - 2) had a different kind of magic.
  - 3) used to be a school for boys.
  - 4) had recently become a school for boys.

*По окончании выполнения заданий В2, В3 и А15–А21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В2, В3, А15–А21 располагаются в разных частях бланка.*



### Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4–B10, так чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4–B10.

#### California Summer Camp for Children

- |    |   |         |
|----|---|---------|
| B4 | When it comes to California summer camps for kids, Skylake Yosemite Summer Camp is the very best. This year the camp is celebrating _____ 66th season.  | IT      |
| B5 | If you _____ for a summer camp your kids will love, we invite you to consider Skylake.  | LOOK    |
| B6 | “We _____ in the California Sierra National Forest, on Bass Lake, just a few miles from the south gates of Yosemite National Park. Skylake Yosemite is the kind of summer camp kids love.   | LOCATE  |
| B7 | Our dock on Bass Lake offers a variety of fun-packed waterfront activities, _____ warm-water swimming, waterskiing and tubing, and canoes and kayaks. All staff members are First Aid Certified and have Water Safety Certifications. | INCLUDE |

#### After School Clubs

- |     |   |         |
|-----|---|---------|
| B8  | Last year I started a new school. We have lots of clubs and _____ at our school and we are supposed to be involved in quite a few after school.   | SOCIETY |
| B9  | Some of them are pretty boring but it could be _____. At least there is a lot of choice and it can make a nice change from the unnatural quantities of homework or even from natural quantities of computer games and TV! | BAD     |
| B10 | My favourite is the Drama Society. It is currently the _____ growing as our next production is “Much Ado About Nothing” and someone will get the chance to kiss Kim White on stage.                                       | FAST    |

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B11–B16, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11–B16.*

### The Old Theatre

- |            |   |          |
|------------|---|----------|
| <b>B11</b> | For years the old town theatre was a failure. It was very expensive but not comfortable, and most of the plays performed were _____.                    | POPULAR  |
| <b>B12</b> | In an attempt to make it more _____, they began putting on more comedies and well known, successful dramas.   | COMMERCE |
| <b>B13</b> | Because the audiences were made up of _____ young people with low incomes and students, discounted tickets were introduced.                             | MAIN     |
| <b>B14</b> | In _____, there was the issue of the uncomfortable seating. Despite the huge cost, the old seats were ripped out and new ones installed.                | ADD      |
| <b>B15</b> | All of these measures made the theatre's new owner rather _____. Would there be enough new customers to make up for all the money invested?             | ANXIETY  |
| <b>B16</b> | But in _____ everything has worked out pretty well. Audiences are on average three times larger than before. The theatre is now an outstanding success. | REAL     |

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### Christmas

As a small child I loved almost everything about Christmas. The excitement of Christmas Eve was almost unbearable. We'd go from house to house singing Christmas carols and be given hot mince pies and other **A22** \_\_\_\_\_. Before bed our parents would read us stories and eventually put us to bed with warnings that Santa Claus would not come if we stayed awake. Before **A23** \_\_\_\_\_ into bed we would leave out a mince pie for Santa and something for his reindeers as a "thank you": For me Santa was the great hero and I never **A24** \_\_\_\_\_ that he would come down our chimney to deliver my presents. I loved, as I mentioned before, "almost everything". Immediately after Christmas I was told by my parents that I had to write "thank you letters". As a six year old, writing **A25** \_\_\_\_\_ one letter was a task, but several made a mountain — pressing down on my small world. "Why" I argued to my Mum "should I write to grandparents, aunts and uncles? Santa brought me all my presents". And my mother would lie to her son. **A26** \_\_\_\_\_ lies of how Santa helped Granddad choose my toy car and with the help of elves and reindeer delivered it for Granddad — but that still I should thank Granddad for the small part he played in it. The following year her lies were even more devious as she tried to **A27** \_\_\_\_\_ me convinced. As I eventually solved this annual mystery, I of course lost all **A28** \_\_\_\_\_ for not writing the "Thank you letters" as the realisation dawned that Granddad had managed everything by himself.

- |            |              |              |               |              |
|------------|--------------|--------------|---------------|--------------|
| <b>A22</b> | 1) surprises | 2) treats    | 3) presents   | 4) souvenirs |
| <b>A23</b> | 1) getting   | 2) going     | 3) putting    | 4) lying     |
| <b>A24</b> | 1) hesitated | 2) suspected | 3) mistrusted | 4) doubted   |
| <b>A25</b> | 1) only      | 2) yet       | 3) even       | 4) still     |
| <b>A26</b> | 1) Vague     | 2) Elaborate | 3) Complete   | 4) Formless  |
| <b>A27</b> | 1) hold      | 2) stay      | 3) keep       | 4) remain    |
| <b>A28</b> | 1) reasons   | 2) defenses  | 3) motives    | 4) excuses   |

По окончании выполнения заданий B4–B16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B4–B16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4–B16 буквы записываются без пробелов и знаков препинания.

## Раздел 4. Письмо

Для ответов на задания C1, C2 используйте Бланк ответов № 2.

При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются.

При заполнении Бланка ответов № 2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.

**C1** You have 20 minutes to do this task.

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

*This year we started learning French. I think it's fun. I can already use some simple phrases. I like the melody of the language, but it's quite difficult to pronounce some sounds. Is English the only foreign language that pupils learn in Russia or can you choose other foreign languages? Is it fun to learn a foreign language for you? How do you plan to use it in the future?*

*.....By the way, I was elected to our School Government and hope to get the position of the Minister of Sports...*

Write a letter to Jack.

In your letter

answer his questions

ask 3 questions about the rights and responsibilities of members of the School Government.

Write 100–140 words.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Some people think that in the future traditional shops will disappear and all shopping will be on line with home delivery.*

What is your opinion?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

# Бланк ответов № 1

<b>Единственный государственный экзамен</b>	
<b>Бланк ответов № 1</b>	
Заполнить гелевой или капиллярной ручкой ЧЕРНЫМИ чернилами ЗАГЛАВНЫМИ ПЕЧАТНЫМИ БУКВАМИ по следующим образцам:	
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С правилами заполнения ознакомлен и согласен Совпадение номеров вариантов в задании и бланке регистрации подтверждено Подпись участника ЕГЭ строго внутри окошка	
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00 00	

**ВНИМАНИЕ!** Все бланки и листы с контрольными измерительными материалами рассматриваются в компьютере

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## Бланк ответов № 2

	▶ Единый государственный экзамен				
	▶ <b>Бланк</b> <b>ответов № 2</b>				
	Регион	Код предмета	Название предмета		Номер варианта
	Перепишите значения указанных выше полей из БЛАНКА РЕГИСТРАЦИИ Отвечая на задания теста, пишите аккуратно и разборчиво, соблюдая разметку страницы. Не забудьте указать номер задания, на которое Вы отвечаете, например, <b>С1</b> . Условия задания переписывать не нужно.				
<b>ВНИМАНИЕ!</b> Данный бланк использовать только совместно с двумя другими бланками из данного пакета					
<div style="position: absolute; top: 0; right: 0; bottom: 0; left: 0; background: repeating-linear-gradient(45deg, transparent, transparent 2px, black 2px, black 4px); background-size: 20px 20px;"></div>					

При недостатке места для ответа используйте обратную сторону бланка

# Тексты аудиозаписей

## ВАРИАНТ 1

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке А–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

#### Speaker 1

I am exhausted. I need a holiday. I have spent hours at a computer terminal — sometimes late into the evenings, at weekends or on public holidays. I deserve a rest and I can afford to go anywhere for two or three weeks. But I am going to my home village and my childhood. My parents, family and many friends still live there. I am going to swim in the river with my friends again, go for picnics and drink homemade lemonade. I want to go fishing in the lake with my Dad and elder brothers, ride horses at the farm and sleep in the shade of the forest.

#### Speaker 2

My trouble is that I want to go everywhere and see everything. Every opportunity that comes I'll take it! I am still young but I don't want to miss out on any chance. This year I decided to go to Egypt. Was it because I can get a good price for travel or that I want to see the Pyramids? Was it because I heard about the land of the Pharaohs, and the unique blend of North Africa, southern Europe and Middle East? No — it is just that I have never been there before and now is my chance.

#### Speaker 3

My Mum is French and as a result I am one of those people lucky enough to speak two languages without even trying. But until now I never had the chance to go and explore France properly. Of

course we often visited Paris, but these were all visits to Mum's family. But half of my ancestors came from this land! I want to breathe the air of my grand and great grand parents. I want to slip back into a world that I never knew but somehow believe is still a part of me.

#### Speaker 4

A British Punk band in the 1970's recorded a hit record called "Holidays in the Sun". Although I was a child then, I still think about the words "I want to see some history" and "I want to go over the Berlin Wall". It strikes me that holidays today are so trivial. We seldom try to learn about, let alone change, the world we live in. We follow "the herd" to beaches and roast in the sun. As for me, I am going to Botswana as a volunteer teacher. The package beach holiday is a symptom of a sick society.

#### Speaker 5

I never took a holiday abroad. To be honest it is too expensive at the moment but really, it is not a priority either. My hobby is forest photography. Within 100 miles of home there is more forest than I can explore in a lifetime. My main speciality is birds. Getting a good clear shot can take two or three days of patient setting up. I have 11 decent "species shots" so far and I'll be taking two weeks holiday this autumn to try and get a few more.

#### Speaker 6

All my life I have been a skier — both downhill and cross country. The trouble with a skiing holiday however is that all it takes is one small accident to ruin everything. This year I was in the French Alps. Everything was going really well until the second day of a two week trip. But as I returned to the chalet a complete beginner lost control and crashed into me on the driveway. A cleanly broken ankle was the result, followed by three days in a French hospital and the rest of the holiday watching my friends having fun.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

### **Задания A1–A7**

*Вы услышите разговор между отцом и дочерью о поездке в магазин. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*



**Now we are ready to start.**

**Alice:** I'm just going to the shop to get a few bits and pieces. Do you need anything?

**Dad:** You couldn't pick up a half a dozen litre bottles of carbonated water could you?

**Alice:** I would Dad but I am going by bike and I can't get anything heavy. It's more a case of anything small and urgent — then I'm your girl.

**Dad:** Well we need batteries for the remote control. They are small and really urgent. We'll not be able to watch TV otherwise

**Alice:** More urgent for you than for me. But no problem, batteries: Anything else?

**Dad:** I think we are pretty low on toothpaste and maybe soap. Do you want to check?

**Alice:** I checked already and we have plenty.

**Dad:** I know what we really need — a roll of insulation tape. Some wires have come loose under the stairs and I promised your mum that I would sort it out. Actually we need a new box of fuses as well. They really have run out because I looked yesterday. And by the way we need a new screwdriver set because.....

**Alice:** I am not sure if I can get those from the shop on the corner. Probably it will be necessary to go into the centre of town.

**Dad:** Why don't we both go? I'll take the car and then we can stock up on some of the heavier things like water, fruit and veg.

**Alice:** You haven't looked outside have you? There's been an accident at the top of Gardner Street. The police have now closed it to cars and set up a diversion but the traffic is at a complete standstill. The only way to travel just now is by bike or on foot which is why I am going to cycle there.

**Dad:** I didn't realize. Was it a bad accident?

**Alice:** They say on the radio news that nobody was hurt but 5 vehicles are involved and they don't expect the road to be open again until later this evening.

**Dad:** I see. So we won't get a chance to visit the town centre shops until tomorrow. In that case just some batteries — if they sell them at the corner shop. I hope they do because I don't know how a TV addict like you will possibly survive a whole evening without TV

**Alice:** Ha-ha. Well it takes one to know one

**Dad:** Be careful on the bike. The traffic may be at a standstill but there are always a few drivers who go on pavements and similar stunts. Have you asked your Mum or brother if they need anything urgent?

**Alice:** I asked Mum but she doesn't need anything. Michael's still not home from college.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you'll hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

## Задания А8–А14

*Вы услышите рассказ о популярной телепередаче. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

One of the most popular reality TV series in the UK these days is called “Come dine with me”. It is shown throughout the week with four (or sometimes five) individuals each cooking a meal for the others in their own homes. Each meal is voted for by the other guests and the person who collects the highest score from the other guests at the end of the week wins a £1000 prize.

It is successful for a number of reasons. First of all there are the recipes. Each guest is doing all they can to impress the others by planning their evening as host, carefully selecting and preparing ingredients. Generally the funniest part of the program is when the one cooking is in their own kitchen panicking and trying, often unsuccessfully, to cook overambitious dishes. They frantically turn the pages of recipe books or make frantic phone calls for advice while outwardly trying to appear calm and in control. Sometimes dishes break, or roasts get turned to ash in an overheated oven or the soup ends up on the floor; often accompanied by memorable but not necessarily polite use of the English language.

The next piece of TV joy is being in each person’s house, seeing their décor and lay out and enjoying them trying to outshine their fellow guests. Why people are so fascinated by other peoples’ houses I cannot begin to guess. But I have to confess that I am as nosy as everyone else.

Finally there is the meal and you get to hear all the conversation (public and private) between the guests as they praise or condemn their host. Finally comes the judging (marks out of 10) when each member of the house party privately gives the host cook a score. The programme runs through the week starting on a Monday and finishing with the final result being announced on a Friday. Some of the “stars” of the programme go on to become national favourites and some of them even attain minor celebrity status.

There is also a celebrity version of the program unimaginatively entitled “Celebrity Come Dine with me”. It is exactly the same format but of course viewers already know who the people are and something about their lives: And it is really interesting to see these people’s real houses, to see how they live and listen in on all the celebrity gossip. The prizes for the celebrity version always go to charity.

I am thinking about applying to be on the show. It would be really good fun if I was chosen. In my imagination I can imagine trying to impress my guests with lines like “of course I caught the fish myself” and “I had these specially imported from Bolivia”. The reality is that I am not a good cook and I never use recipe books. However I do enjoy cooking and I love dinner parties and conversation. Maybe I will just roll up my courage and apply.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

**ВАРИАНТ 2**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке А–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

**Speaker 1**

I have 6 pen pals in 6 countries! We are not really “pen” pals, as such, since we communicate via an internet site. We “chat” regularly about all our news but we are now involved in writing a novel. Each of us in turn adds 200 fresh words for the next to follow on from. We have no idea how the story will finish but we are having lots of fun developing the story and believe we are creating a bestseller!

**Speaker 2**

I write to film stars, pop singers, TV celebrities and even royalty! The letters are basically the same explaining that I collect letters as a hobby. Very often I don’t even have a correct address but a surprising number of my letters are delivered and some get a reply. Usually they are printed fan mail responses but very occasionally (1 in a 100) I get a real hand written reply. My most treasured is from J.K. Rowling.

**Speaker 3**

After birthdays and Christmas, I always write thank you letters for any gifts I have received. What I didn’t realise was that every letter I sent to my Granny, since my very first attempts at making letters, had been marked and graded! My Granny is a retired English teacher. It turns out that every letter she gets she checks for bad grammar and spelling mistakes, marks them in red ink and gives them a grade!

**Speaker 4**

I have a pen pal, Katya, who lives in the Siberian city of Novosibirsk. We go for old fashioned “snail mail” because somehow it is more exciting receiving a letter than an email. It is more personal holding and reading some pages over which my friend has worked so hard. And it is hard for her — but she is determined to conquer English and her letters get more fluent and accurate every time.

**Speaker 5**

I wrote to the Prime Minister because I feel that the government should be doing more to combat global warming. I got a reply (probably from a secretary rather than the PM) thanking me for my letter. It said that the government agreed with me and “well done” for taking an interest. But I felt politely ignored. Perhaps it was stupid to believe that the words of a 16 year old girl would ever be taken seriously.

**Speaker 6**

I got a “goodbye” letter from my girl friend. She said that she was writing so she could choose exactly the right words. She wanted me to understand that she liked me as a friend but it wasn’t a good time for her with exams coming up. We should, she said, move on. But I thought she should have met me. I would have preferred to talk about it, agreed together and split up amicably.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**Задания A1–A7**

*Вы услышите разговор между английскими студентами, приехавшими во Францию в конце летних каникул. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**James:** So are you glad we came?

**Katie:** I really am. Nice is so nice.

**James:** Ha-ha! Do you really like it here?

**Katie:** I do.

**James:** Especially being here with me — right?

**Katie:** Not only that. Actually I think Nice is one of the most beautiful cities in Europe. If I were French I would want to live and work here.

**James:** You prefer Nice to Paris?

**Katie:** Definitely I do. I hate Paris anyway. It’s overrated, expensive and it smells. The air is better here and the climate is nicer. And — a few further significant bonuses — it’s by the sea, beautiful countryside is close by and yet it is still a perfect small city. If I lived here I would have an apartment just off the Place Massena and every evening stroll the Promenade des Anglais.

**James:** You think this holiday was worth seven weeks working in that department store?

**Katie:** Yeah — but I did think about my brother quite a bit. He was doing that volunteer computer thing.

**James:** And he's still there and we, my dear, are here. There is no doubt in my mind that we made the best choice. And now a suggestion. Well, a bit more than a suggestion. Well, actually a statement or maybe even ....

**Katie:** What have you done?

**James:** I have booked the best table at La Cambuse.

**Katie:** Jamie, we can't afford to eat there!

**James:** Probably we can't. But we will. I keep telling you. Now is our time for experience and memory. It is going to be amazing. And afterwards we will briefly visit the Sarl Bulldog and then finish the night at Club 54.

**Katie:** And see the sunrise on the beach again. Well, we only have two days left to starve! Let's do it.

**James:** You are catching on girl.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you'll hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

### **Задания А8–А14**

*Вы услышите рассказ о новых экстремальных видах спорта. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

The White Air Extreme Sports Festival was held in Brighton last year. There were dozens of displays that interested me, but the ones I liked enough to consider trying were made up of weird combinations.

Brush boarding, for example, is surfing on a conventional surf board — but without ever getting wet. They had this high technology bank of brushes (designed by the air force apparently) that exactly simulate wave action. We more or less got the hang of this in a couple of tries but then, we are experienced surfers.

After this there was the roller skiing! This weird combination of ski and bike looks great when the experts do it. James was with us for the morning and he managed to get a nasty cut on his foot when he simultaneously crashed and lost his boots in a freaky collision.

The land yachting was fun to watch — but you need lots of money to get into this. The “yachts” were made of high tech, lightweight metals or carbon fibre. They all have 3 wheels and are constructed so low to the ground that the pilot is almost lying down. The wind that day was a modest 10 knots (5 m/s) but they were achieving amazing bursts of acceleration in all directions around the course.

We all did the Aquathlon early that morning — which was fairly easy to be honest. A 400 metre swim and a 5km run. None of us did that well but we weren't trying hard — it was just for fun.

But it got us all in the mood that evening to have a try at the most spectacular of the unusual combinations — Kite Surfing. The kites were huge and brightly coloured. Some were 5 metres tall

but there were monsters of up to 25 metres. And put simply — the kite powers you along the wave tops on a surf board. But we soon found it was rather more complicated than that! The first problem is that you frequently get dragged into the air. Well — actually that is supposed to happen. Experienced kite surfers do massive “jumps” — tens of meters into the air. We discovered that going up into the air was simple — the tricky part was to land smoothly and carry on surfing. Usually our boards anchored awkwardly, followed by an undignified drag and crashing the kite. It also takes time and a huge amount of energy to get started again after each “crash”.

To be honest after 30 minutes I was approaching exhaustion — and I am pretty fit. We would never have tried Kite Surfing without experienced instructors on hand to teach, advise and keep us safe. But the biggest problem of all was the wind which was blowing off the shore. For inexperienced kite surfers this implied a one way ticket across the channel to France! But again, the experienced riders seemed to be able to achieve anything regardless of wind direction — I don't know how they do it.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

**ВАРИАНТ 3**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке А–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

**Speaker 1**

I am trying to read at least one novel a month. It's part of my "intellectual" diet. The diet includes Music, TV and even Play Station but I try to keep a balance overall. There are times when I get seriously into a new writer and am distracted until I've read everything. On the other hand I can spend untold hours on Final Fantasy or some other game if it engages me. But as with a food diet, the odd chocolate binge won't hurt you as long as in the long run you get a good balance.

**Speaker 2**

I would like to say I love reading Dickens if it were true — but I just can't get down to it. I saw a TV version of David Copperfield and enjoyed it but it is the language in the books I find really difficult to cope with. All the sentences seem so long and complex. I suppose it's just that Dickens belongs to a different age, when people spoke and maybe even thought differently. On the other hand Shakespeare's language is difficult for me, but it doesn't spoil my enjoyment of that amazing dramatist.

**Speaker 3**

I was sat in that armchair that Granddad made. Somehow I felt myself slip back in time as I turned each page. I became conscious of my heart beating. Probably it was the room, the furniture, the decoration; but that book took me somewhere else. I even felt the temperature in the room drop and expected to see Peter Quint staring sightlessly from the garden window.

**Speaker 4**

I never watch a film based on any book I have already read. Susie always does and yet she always seems to end up saying "not as good as the book". On the other hand it is quite useful to see films based on books that you ought to read but don't want to. Shakespeare or Dickens on film is a great

help. You get a red hot story without having to get lost for days in archaic language. On this, Susie and I are in complete agreement.

**Speaker 5**

Some people say that conventional books have had their day. The technology has been surpassed. Like vinyl records and tape cassettes were to music — the traditional book will be replaced by i-phones, online delivery or through some other multi media platform. They say that one day we'll no longer read words on paper stuffed between cardboard covers. But I am not so sure. On the beach or in bed, on the train or at home I like to curl up with a good old fashioned, comfortable, paper filled book!

**Speaker 6**

Beck recycles all her books. It's a nice habit. Where ever she is, when she reads the last page, there she "sets the book free". This means that she writes on the inside cover a message of invitation to whoever happens to pick the book up next. I happened to get one of hers last week. She wrote "this book is a love story. You'll not be able to put it down until the very last word". And as usual she was spot on. I hardly got any work done last week finishing that damn story!

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**Задания А1–А7**

*Вы услышите разговор между слушательницей компьютерных курсов и ее инструктором. Определите, какие из приведённых утверждений А1–А7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Ivy:** Thank you so much Paul. I can't believe it. I can use e-mail! I can down load files! I can go e-shopping! It's like a whole new world.

**Paul:** Ivy — the pleasure is all mine. I told you it would be really easy.

**Ivy:** I know you did. And I said to my husband Fred I'd never manage to switch on a computer let alone use it. And he turned round and said to me "You listen to that Paul. He's alright he is". And he was dead right. Guess what! Fred wants to have lessons as well but only if he can have them with you.

**Paul:** It would be a privilege to teach your husband Ivy. I am sure he'll be as bright a star as you are.



**Ivy:** What's on the course in the autumn? Will you still be here?

**Paul:** I'll be back to college in September but I'm still planning to do one evening a week here. So are my sister Katie and her boyfriend James, so you'll have plenty to choose from.

**Ivy:** You're my choice Paul! So what do you think I should study next?

**Paul:** Well, you've completed the beginners course, Ivy, and the logical next step is the improvers' course. But in my opinion you now know enough to go straight to a higher level. You can take the CLAIT course and get a diploma. Or you can stretch to Office Skills and Administration which is a bit tougher but it will really improve your chance of getting a job.

**Ivy:** Oh I can just see me. Keen young 57 year old secretary!

**Paul:** You are not too old Ivy. If you get the right qualifications you could be earning a decent salary next year.

**Ivy:** Which course will you be teaching in September?

**Paul:** I'll be doing CLAIT every Wednesday evening.

**Ivy:** Then I'll begin with CLAIT.

**Paul:** And you can always do the Skills course in January. It might well be the best route.

**Ivy:** Where do I sign?

**Paul:** Just tell Frances in reception and she'll get you registered.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you'll hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

### **Задания A8–A14**

*Вы услышите рассказ об инциденте в ресторане. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

#### **A difficult client**

When I was nineteen I worked in the kitchen of a Creole restaurant in Panama City, Florida. The word "Creole" refers to people who are descended from settlers in the colonial French Louisiana (before it became part of the USA in 1803). And Creole food is great. It is a blend of French, Spanish and Caribbean styles. I used to knock up fantastic fresh salads, filet and fry grouper fresh from the harbour. I made vast vats of red beans and rice and tureens of gumbo. I boiled great pans of fresh shrimp and cracked open and then fried Oysters in white wine.

The odd thing is that I am not a trained chef. Every single recipe was based on a mixture of measures in the recipe book. So many cups of this, shakes of that, tablespoons of Tabasco or citrus, jugs of cut celery, etc. But every meal turned out perfect so long as I followed "the book" to the letter.

I worked in the kitchen with a rather strange guy from Los Angeles called Scott. He had a strange haircut and was disconcertingly crossed eyed. But the waitresses were cute — especially Suzie with her long curly brown hair.

One day we had a bit of an episode. A woman in the restaurant started screaming and demanding to see the chef. I could hear the commotion from deep within the kitchens and began to look for somewhere to hide. Scott was out that day and there was nobody else in the kitchen. Suzie caught me as I tried to hide behind the rice sacks in the larder. "You've got to come out John. She's gone absolutely mental. The other customers are gonna call the cops if we can't sort this".

Feeling terribly afraid and inadequate I was led out to the woman making the noise. She stopped screaming but continued to shake as she eyed me up and down. Because she'd asked for the "chef" I guessed I must have made a terrible mistake in the kitchen. I was alone down there that lunchtime so whatever was wrong it must have been my fault. What would she say if she discovered I wasn't a chef at all but doing a holiday job making recipes from a book?

The truth eventually came out. I had served her a basket of whole boiled shrimp. According to the lady, the little devils had little "faces" and "eyes", "stared at her" and had completely freaked her out. I spoke to her very softly and sat down next to her. I told her I'd take them away and if she still wanted shrimp I'd peel them myself and bring them to her. She thanked me very much. Seemed very happy and after a short while consumed the shelled shrimp and left.

Afterward I was again called to the front by Suzie. But this time I got a round of applause from the other customers and \$120 were the tips.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

**ВАРИАНТ 4**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке А–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

**Speaker 1**

Every weekend I like to play football from September to June and tennis in the summer months. It is a big commitment, but it keeps me active and healthy and there is a great social scene linked to the friends I play with. We often go out Saturday nights to restaurants, clubs or the cinema. We don't take it very seriously. Probably we'll never win any big competitions but we are more interested in keeping fit and having fun.

**Speaker 2**

I am probably going to be away this weekend. I like to just set off on a Friday night and see where I end up. I'll drive for a few hours, stay in a guest house, and then set off again early next morning. I like not having an itinerary. I might go to Scotland or to Wales. I'll just see where the car takes me. Two weekends ago I drove down to Cornwall and spent all of Sunday walking the coastal path in huge winds and rain. But I absolutely loved it.

**Speaker 3**

For me, the perfect way to spend a Saturday morning is having a leisurely cooked breakfast in the golf course café I don't play golf — I just love the café which has brilliant views over the sea. For about five pounds you get toast, sausage, bacon, eggs and beans plus unlimited refills of tea or coffee. They even have newspapers there which you can take to your table and slowly read while munching your toast.

**Speaker 4**

I have to work every other weekend but once a month I get a four day "weekend" to make up for it. I try to get all my house work, shopping and other jobs out of the way so I can treat these as mini

holidays. Whenever I can, I go on walking holidays; either camping or staying at youth hostels. This year I've been to the Lake District, Snowdonia and even managed to complete the South Downs Way, 110 miles, in my four day breaks

**Speaker 5**

The weather's been bad for the last three weekends, but the forecast is OK for next week and I should be able to get out. I thought I might play a bit of golf or if it's really nice I'll go fishing. A month ago we had beautiful weather and I was lucky enough to get invited sailing. Actually I don't mind what I do as long as I can get outdoors. I'll give Tom a call tonight. We have the same golf "handicap" so if he's free it should be a good contest.

**Speaker 6**

Sunday mornings I love to go to the boot sale at Brighton Marina. All sorts of things are for sale — antiques, bric-a-brac, books, records, furniture: You name it — and somebody will be selling it. But the reason I go is to see my friends. Some of them are stall holders and others of us just go there to see what's on sale and chat. Last month however I managed to buy a rare antique silver brooch for £10. I've since shown it to a jeweler who offered me £200 for it.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**Задания A1–A7**

*Вы услышите разговор брата и сестры о планах на отпуск. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Katie:** You are going to work all summer as a volunteer?

**Paul:** Yes. It's really exciting. I can't wait.

**Katie:** Let me see now, that'll be no money, no time off and no summer. I can only see positives!

**Paul:** Ha-Ha, how witty you are, very funny. Is it worth even trying to explain to a summer department store worker such as yourself?

**Katie:** Steady on brother! OK — tell me about it. I am all ears.

**Paul:** Did you know there are thousands of people with no computer skills? Think about that for a moment. What jobs today don't need computers? And think about our media surroundings. It's all websites, virtual opportunities, social networking and so on. Then just imagine you don't understand any of it. Imagine no prospect ever of getting a job or even....

**Katie:** Paul — there is no excuse nowadays for anyone not having basic computer skills.

**Paul:** Really? What about people over 50? They never had computer classes at school because for ordinary people then, there were no computers. And what about those disadvantaged by dyslexia, or those from tough home environments, or the elderly, or....

**Katie:** I get the picture. Go on.

**Paul:** I'll be in a training centre, giving one-to-one tuition to people whose lives might really change for the better. I did one evening a week last term and loved it. Now I have a whole summer.

**Katie:** Well I will work 7 days a week for most of the summer. And then I am going to the south of France with James and we'll have the summer holiday of our lives.

**Paul:** That's great Katie. Don't think I don't approve or even that I am not a tiny bit jealous. I am not a saint and actually in a sense, we are both taking the same option.

**Katie:** What do you mean?

**Paul:** You, dear sister, and I are both choosing exactly what we want to do this summer and really, we are making that choice only for ourselves.

**Katie:** Well — I still think you should get a halo.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you'll hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

### **Задания A8–A14**

*Вы услышите рассказ о современной рекламе. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

### **Viral Advertising**

Viral advertising and viral marketing are rapidly becoming the most popular methods of bringing new products to the attention of potential buyers. Health products, chocolate and even football teams have all been promoted this way. The viral approach is popular with some advertisers because it focuses on the most likely groups of potential buyers. It also has the feel of making innocent suggestions (rather than “hard sell” advertising) and most importantly, for advertisers, it is cheap: Certainly the costs are small compared to traditional advertising on TV, radio or posters.

But what is viral advertising and does it really work? More to the point is there a sinister side to this new phenomenon? Viral Advertising is basically the practice of placing sales messages into social network sites on the internet. These are internet sites used by teenagers for “chatting”, special groups with hobbies or shared interests and even relationship/ dating sites. The idea is that these messages “infect” (as in a medical virus) a user by persuading that person to buy something. The plan is that the buyer, who is connected to other people on the networking site, then “infects” other people by letting them know what was purchased and how good or useful or tasty it is!. These

“infected” people (who are just buyers) then “infect” others until finally there is an “epidemic” — with tens of thousands of people buying something because it was apparently suggested by an internet friend.

Some advertisers love this approach because internet groups, chat rooms and forums tend to be made up of people with similar interests. If advertisers “drop” their messages in the right place — before long, it is at least possible that huge numbers of people will know about their products. That is the theory at least.

However some people believe viral marketing is wrong. In other words some companies apparently use their own people or “actors” to join chat rooms on the pretext of genuine involvement with that particular group. The reality however is that they are like spies (or worse) as they spread commercial messages by making apparently innocent comments. They also, some believe, are collecting marketing information under false pretences.

Other observers have complained about “astroturfing”. This is the same process used for political purposes where people send messages giving the impression of being members of the public. In other words they attempt to manipulate and create a “grass roots” movement (the “turf” in “Astroturf” refers to planted grass) where lots of people seem to demand something or other.

Many books and articles have been written about the phenomenon of viral marketing, astroturfing etc. But the reality is that it is difficult to be certain about how much is real opinion and how much is based on planted “fake” messages. My opinion is that if you want advice from a friend, it is far better to do it the old fashioned way — by having real, person to person, conversations.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

**ВАРИАНТ 5**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке А–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

**Speaker 1**

Why on earth do they want to check our uniforms in a final exam? There are enough stresses in taking an exam without having to worry about whether you are wearing a regulation shoe! But this really happened to my friend and five other kids, who were excluded from taking an exam because they were not in approved school uniform. Can you imagine? After five years learning and hours of revision and practice; you finally fail your exam and endanger your future simply because you are wearing the wrong kind of shoe!

**Speaker 2**

Here I am at the school dance, wanting to ask Susan Turner for a dance — and I look like a penguin! I had put a lot of thought into this. I really did want to look my best. I managed to borrow my brother's Paul Smith jacket and jeans. But the most exciting thing was that I got Kurt Geiger shoes and a "super cool" Armani shirt — in a charity shop for twenty five quid! I looked and felt great until the dance invitations arrived stating "black tie dress code only". I wonder if Susan fancies dancing with a flightless bird...

**Speaker 3**

People can wear a set of clothes that are not identical but still be "in uniform". Bankers and stockbrokers, together with football fans and style conscious teenagers all wear a type of uniform. They can be strict about this. There are no jeans in the board room and you don't wear a Chelsea shirt to a Manchester derby! Research has shown that uniformity is one issue but more important is being noticed and approved.

**Speaker 4**

Technical security workers at this huge corporation belong to a private firm whose delivery vans, uniforms, bags and boxes are all the same horrible mix of orange and blue. The ingenious robbers discovered that this provided both a perfect disguise and a clever means of escape. They just walked into the security camera repair room and pretended to work for almost an hour — nobody even spoke to them. Not even the genuine workers noticed that they had three additional “colleagues” and it was only the next day that the robbery was detected.

**Speaker 5**

I am worried that they’ll notice and laugh. I’m trying to keep as far away from them as possible. I divide my time between the “chill out” area and the buffet. I’ll not chance the dance floor because everyone will notice. A cream taffeta wrap blouse, Italian Jersey dress and “fabulously edgy” strap thong shoes from Camilla Skovgaard and — unbelievably — all of us scented with Jo Malone “Orange Blossom”! How on earth can three girls at one small party wear exactly the same thing?

**Speaker 6**

Jimmy was a pirate and Becky was a queen. Cleopatra did an incredible tango with a policeman and I noticed a slow dance between Napoleon and a ballerina. I myself wore nice jeans, a new shirt and looked, I thought, pretty cool. But neither Cleopatra, the hospital nurse or the pilot would dance with me. I went home quickly and with a wide sombrero and poncho (holiday souvenirs) quickly transformed myself into a Mexican bandit. I returned to the party within an hour. I can now tell you that Cleopatra taught me some crazy dance moves.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**Задания A1–A7**

*Вы услышите разговор между братом и сестрой о планах на будущее. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Alice:** Hi Michael. How was your day?

**Michael:** College was OK but it was a nightmare driving home. How was yours?

**Alice:** Boring — but I was really glad of my bike when I came home. I cycled through the park. It was a bit longer than usual — maybe 25 minutes.



**Michael:** And for me it took almost 4 hours. There was an accident in Gardner Street I was supposed to have a free afternoon and I was going to play tennis.

**Alice:** The traffic is still bad now otherwise I might have gone to see "Avatar" at the cinema.

**Michael:** Is that the 3D film?

**Alice:** Yes. Actually I have seen it twice before but the 3D effect is so impressive on a cinema screen. I doubt I'd ever watch it on DVD at home. Anyway — there's no chance of going out anywhere this evening. At least we can watch TV. I managed to use my bike to get to the corner shop and pick up some batteries for the remote.

**Michael:** Have you looked to see if there is anything on worth watching?

**Alice:** I checked the TV guide and to be honest there is nothing much worth watching tonight. There is a film I'd like to see about Jim Morrison and The Doors. I forget its name. But it starts rather late so I think I'll just record it and get an early night.

**Michael:** It's called "The Doors" and I have it on DVD if you want to watch it earlier. It's a really good film. I might watch it again with you.

**Alice:** On the other hand I might take the opportunity to make some progress on my dissertation. What joy — another couple of thousand words on political references and codes in Shakespeare.

**Michael:** Wow — that sounds like fun!

**Alice:** Have you had any more luck finding your new "green" vehicle?

**Michael:** I was thinking of a metallic red actually

**Alice:** Very funny!

**Michael:** Well I am thinking about it still. I am still not sure if I can afford it or not. But I am going down to the show room next week for a test drive and to see what sort of deals they can offer.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you'll hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

### **Задания A8–A14**

*Вы услышите рассказ о фотоохоте на тигров. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

Long ago in Eastern Rajasthan, where the Aravali hills meet the Vindyan plateau, tigers were once hunted by the Maharajas of Jaipur. And for the last three days they have been hunted by me, Lucy and Gemmy: three girls out to shoot a tiger in Ranthambhore Park in India.

As you might guess our hunting weapons of choice are not guns, but cameras. We had been told that nowadays this is the best place in the world for photographing a tiger in the wild, but until today we had no success.

On the technical and logistical side all had been going really well. We got the best possible guide — Farid. He has been up early every morning to queue for a jeep and also to book the best routes. Without him we would be limited to the giant canters (big trucks) that haul round large numbers of regular tourists. Also the cameras have been operating well.

We knew in advance that the dust would be a serious problem and we have been rotating cameras via fleece lined bags that keep out dust and protect them from the harsh sun.

Ranthambhore is a mixture of dense forest and open bush. So far our best shots have been in low light and fast lenses with wide apertures have been the norm. We were also glad that at planning stage we took note of the advice to pack warm clothes. In the early morning it is really chilly sitting motionless in the open jeep. By mid morning it is Tshirt weather and the afternoons are simply baking — so we were glad to have prepared for all extremes.

Until today we had only a few good shots of “lesser” target species and a few bad shots of more interesting ones. This means that our pictures of gazelles, hares and a monitor lizard are rather classy; and the shots of leopard and boar came out rather blurry — but not a glimpse of tiger. We knew that it would require a huge amount of patience. In fact we also knew that sometimes tourist groups come for a whole week and don’t spot a single “stripey”.

But today we got lucky. Very early this morning, just a few hundred meters from the ancient fort, Farid motioned excitedly to a small mess of Dhok and banyan trees. Lucy and Gemmy were already set up and adjusting settings and shooting simultaneously. I was much slower but in the end it didn’t matter. We had a clear and sustained view of a beautiful tigress and three cubs. For five minutes we took literally hundreds of pictures: one is very special — of a cub just staring straight at my lens.

And then Farid said we had to leave; that we were the intruders and politeness to the animals demanded our withdrawal. Afterwards we celebrated like mad, showed our photos to the group and received warm congratulations from everyone on shooting our first tiger.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

**КЛЮЧИ К ЗАДАНИЯМ****Вариант 1**

<b>Раздел 1. Аудирование</b>	
<b>№ задания</b>	<b>Ответ</b>
A1	2
A2	1
A3	2
A4	3
A5	2
A6	1
A7	3
A8	3
A9	1
A10	2
A11	1
A12	3
A13	1
A14	2

<b>Раздел 2. Чтение</b>	
<b>№ задания</b>	<b>Ответ</b>
A15	1
A16	4
A17	2
A18	3
A19	2
A20	4
A21	1

<b>Раздел 3. Грамматика и лексика</b>	
<b>№ задания</b>	<b>Ответ</b>
A22	4
A23	2
A24	1
A25	2
A26	3
A27	1
A28	4

<b><u>Аудирование</u></b>	
B1	FDCAEG

<b><u>Чтение</u></b>	
B2	4651283
B3	361524

<b><u>Грамматика и лексика*</u></b>	
B4	broke
B5	was murdered
B6	was recording
B7	including
B8	is known
B9	worn
B10	women
B11	unpopular
B12	commercial
B13	daily
B14	addition
B15	anxious
B16	difference

## Вариант 2

Раздел 1. Аудирование	
№ задания	Ответ
A1	3
A2	1
A3	2
A4	2
A5	1
A6	3
A7	1
A8	1
A9	3
A10	1
A11	1
A12	2
A13	1
A14	2

Раздел 2. Чтение	
№ задания	Ответ
A15	3
A16	2
A17	1
A18	1
A19	4
A20	2
A21	3

Раздел 3. Грамматика и лексика	
№ задания	Ответ
A22	1
A23	2
A24	1
A25	4
A26	1
A27	3
A28	2

Аудирование	
B1	GFACEB

Чтение	
B2	8143752
B3	645173

Грамматика и лексика*	
B4	twentieth
B5	strongest
B6	wasswimming
B7	hasrealised/ hasrealized
B8	isserved
B9	doesn'tneed/ doesnotneed
B10	cutting
B11	nesessarily
B12	activity
B13	highly
B14	routinely
B15	independence
B16	academic

### Вариант 3

Раздел 1. Аудирование	
№ задания	Ответ
A1	1
A2	1
A3	3
A4	2
A5	2
A6	1
A7	1
A8	2
A9	3
A10	1
A11	3
A12	1
A13	2
A14	3

Раздел 2. Чтение	
№ задания	Ответ
A15	3
A16	4
A17	2
A18	4
A19	1
A20	4
A21	2

Раздел 3. Грамматика и лексика	
№ задания	Ответ
A22	2
A23	4
A24	1
A25	3
A26	3
A27	1
A28	2

Аудирование	
B1	EDACGB

Чтение	
B2	8143752
B3	235146

Грамматика и лексика*	
B4	was called
B5	fittest
B6	better
B7	third
B8	their
B9	visiting
B10	aren't included/ aren't included
B11	greatness
B12	adventurous
B13	important
B14	generally
B15	industrial
B16	reality

## Вариант 4

Раздел 1. Аудирование	
№ задания	Ответ
A1	2
A2	3
A3	1
A4	1
A5	1
A6	3
A7	1
A8	3
A9	1
A10	2
A11	3
A12	2
A13	3
A14	2

Раздел 2. Чтение	
№ задания	Ответ
A15	4
A16	2
A17	3
A18	4
A19	3
A20	1
A21	2

Раздел 3. Грамматика и лексика	
№ задания	Ответ
A22	1
A23	3
A24	4
A25	2
A26	4
A27	1
A28	3

Аудирование	
B1	GADCEF

Чтение	
B2	6421587
B3	762534

Грамматика и лексика*	
B4	countries
B5	Our
B6	toknow
B7	involves
B8	arelearning
B9	eating
B10	wasorganised
B11	apprenticeship
B12	French
B13	psychological
B14	discouraged
B15	ambitious
B16	tension

**Вариант 5**

<b>Раздел 1. Аудирование</b>	
<b>№ задания</b>	<b>Ответ</b>
A1	2
A2	3
A3	2
A4	1
A5	2
A6	3
A7	1
A8	3
A9	1
A10	2
A11	1
A12	2
A13	3
A14	2

<b>Раздел 2. Чтение</b>	
<b>№ задания</b>	<b>Ответ</b>
A15	2
A16	4
A17	1
A18	3
A19	2
A20	1
A21	3

<b>Раздел 3. Грамматика и лексика</b>	
<b>№ задания</b>	<b>Ответ</b>
A22	2
A23	1
A24	4
A25	3
A26	2
A27	3
A28	4

<b>Аудирование</b>	
B1	BDCAEG

<b>Чтение</b>	
B2	7415623
B3	471253

<b>Грамматика и лексика*</b>	
B4	its
B5	arelooking
B6	arelocated
B7	including
B8	societies
B9	worse
B10	fastest
B11	unpopular
B12	commercial
B13	mainly
B14	addition
B15	anxious
B16	reality

**\*Написание ответов (без пробелов и знаков препинания) соответствует инструкции ФЦТ по заполнению Бланка ответов №1.**