ФИПИ

ФЕДЕРАЛЬНЫЙ
ИНСТИТУТ ПЕДАГОГИЧЕСКИХ ИЗМЕРЕНИЙ

ЕГЭ

ЕДИНЫЙ ГОСУДАРСТВЕННЫЙ ЭКЗАМЕН

Универсальные материалы для подготовки учащихся

АНГЛИЙСКИЙ ЯЗЫК

2011

ИНТЕЛЛЕКТ-ЦЕНТР

ТРЕНИРОВОЧНОЕ ТЕСТИРОВАНИЕ
по материалам ФИПИ и ФЦТ

Дорогие друзья!

Вы хотите успешно сдать ЕГЭ в 2011 году, но не знаете, как проверить свои знания и готовность к экзамену?

Тогда для Вас уникальное предложение: **тренировочное тестирование** на добровольной основе, разработанное организациями, обеспечивающими проведение ЕГЭ, – **Федеральным институтом педагогических измерений (ФИПИ) и Федеральным центром тестирования (ФЦТ)**

Тренировочное тестирование дает возможность:

- ✓ оценить уровень Вашей подготовки по выбранным общеобразовательным предметам и оперативно ликвидировать пробелы в знаниях;
- ✓ определить степень готовности к сдаче ЕГЭ 2011 г.;
- ✓ получить навыки заполнения бланков единого государственного экзамена;
- ✓ проверить себя при написании самой сложной части ЕГЭ – части С;
- ✓ приобрести опыт участия в процедуре единого государственного экзамена;
- ✓ избавиться от стресса и обрести психологическую устойчивость на экзамене.

В настоящее время на рынке образовательных услуг представлено большое количество предложений по организации тренировочного тестирования, но наш проект имеет безусловные преимущества:

- ✓ высокий уровень качества контрольных измерительных материалов, составленных в полном соответствии с требованиями, которые предъявляются при разработке экзаменационных вариантов ЕГЭ. Все материалы проходят соответствующую экспертизу;
- ✓ соответствие процедуры тренировочного тестирования настоящему ЕГЭ 2011 г.

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ФЕДЕРАЛЬНЫЙ ИНСТИТУТ ПЕДАГОГИЧЕСКИХ ИЗМЕРЕНИЙ

ФИПИ

ЕДИНЫЙ ГОСУДАРСТВЕННЫЙ ЭКЗАМЕН 2011

АНГЛИЙСКИЙ ЯЗЫК

УНИВЕРСАЛЬНЫЕ МАТЕРИАЛЫ ДЛЯ ПОДГОТОВКИ УЧАЩИХСЯ

«Интеллект-Центр»
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Данное пособие содержит анализ результатов ЕГЭ 2010 г. и рекомендации выпускникам по подготовке к экзамену 2011 г. с учетом особенностей его проведения в новом учебном году. К составлению пособия были привлечены специалисты Федерального института педагогических измерений.

В пособии предложены тренировочные задания с ответами (при составлении заданий использованы открытые варианты контрольных измерительных материалов (КИМ) ЕГЭ 2002–2010 годов и материал открытого сегмента Федерального банка тестовых заданий).

В конце пособия предлагаются четыре тренировочных варианта КИМ ЕГЭ 2011 года с ответами.

Пособие адресовано, в первую очередь, старшеклассникам и абитуриентам, и, безусловно, будет интересно преподавателям и методистам.

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АНАЛИЗ РЕЗУЛЬТАТОВ ЭКЗАМЕНА 2010 ГОДА ПО АНГЛИЙСКОМУ ЯЗЫКУ

В 2010 г. единый государственный экзамен сдавали 65 499 человек (первая волна). Его результаты близки к результатам экзамена 2009 г. Заметным отличием является *снижение* числа экзаменуемых, получивших 100 баллов. Если в 2009 г. 100 баллов по английскому языку получил 81 человек, то в 2010 г. – только 2 человека. Причина этого, как нам видится, заключается в том, что наиболее сильные выпускники успешно участвовали в олимпиадах по иностранному языку, дающих льготы при поступлении в вуз (т.е. входящих в перечень Минобрнауки), и к моменту проведения ЕГЭ уже знали, что ведущие вузы страны, например, МГУ имени М.В.Ломоносова, приравнивают диплом победителя олимпиады к 100 баллам ЕГЭ. Победители Всероссийской олимпиады, как известно, получают льготу высшего порядка и принимаются в вузы вне конкурса.

Как и в 2009 г., экзамен прошел организованно, без сбоев. ЕГЭ по иностранным языкам имеет статус экзамена по выбору и его сдавали те выпускники, которые планировали поступать в вуз или ссуз на те специальности, для которых требовалось показать свой уровень владения иностранным языком.

В 2009 г. было внесено существенное изменение в структуру экзаменационной работы по иностранным языкам: был исключен раздел «Говорение». В 2010 г. работа состояла из 4-х письменных разделов. В письменных разделах проверялись умения в аудировании, чтении и письме, а также лексико-грамматические навыки.

Для дифференциации испытуемых по уровню владения иностранным языком в пределах, сформулированных в проекте федерального компонента государственного стандарта общего образования по иностранным языкам, во все разделы экзаменационной работы, помимо заданий базового уровня, были включены задания повышенного и/или высокого уровней сложности. Уровень сложности заданий определялся уровнями сложности языкового материала и проверяемых умений, а также типом задания.

Базовый, повышенный и высокий уровни заданий ЕГЭ соотносились с уровнями владения иностранными языками, определенными в документах Совета Европы следующим образом:

Базовый уровень	– А 2+
Повышенный уровень	– В 1
Высокий уровень	– В 2

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

Варианты экзаменационной работы были относительно равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий: под одним и тем же порядковым номером во всех вариантах работы по данному языку находилось задание, проверяющее один и тот же элемент содержания.

Работа по иностранному языку состояла из 28 заданий с выбором ответа (из 3 или 4-х предложенных вариантов), 16 заданий открытого типа (в том числе заданий на установление соответствия), требующих краткого ответа учащегося, и 4 заданий открытого типа с развернутым ответом.

Раздел 1 – «Аудирование» – включал 15 заданий трех уровней сложности. *Раздел 2 – «Чтение» – включал 9* заданий трех уровней сложности. Раздел 3 – *«Грамматика и лексика» – включал 20* заданий базового и повышенного уровней сложности. Раздел 4 – «Письмо» – состоял из 2-х заданий, выполнение которых требовало демонстрации разных умений письменной речи, относящихся к базовому и высокому уровням сложности.

Общее время выполнения экзаменационной работы составляло 160 мин. (Из них на выполнение заданий раздела «Аудирование» выделялось 30 минут; остальное время рекомендовалось распределить следующим образом: раздел «Чтение» – 30 минут, раздел «Грамматика и лексика» – 40 минут и раздел – «Письмо» 60 минут

Как указывалось в спецификации КИМ ЕГЭ 2010 г., за верное выполнение каждого задания с выбором ответа и с кратким ответом ученик получал 1 балл. За неверный ответ или отсутствие ответа выставлялось 0 баллов.

Уровень сформированности комплекса продуктивных речевых умений и навыков выпускников определяется экспертами, прошедшими специальную подготовку для проверки заданий ЕГЭ 2010 года в соответствии с Методическими рекомендациями по оцениванию заданий с развернутым ответом, подготовленными ФИПИ, на основе Критериев и схем оценивания выполнения заданий разделов «Письмо» (задания С1–С2), а также дополнительных схем оценивания конкретных заданий.

Как и в прошлые годы, особенностью оценивания заданий С1–С2 являлось то, что при получении экзаменуемым 0 баллов по критерию «Содержание» все задание оценивалось в 0 баллов.

Спецификация 2010 г. уточняла: 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 было максимально получить 80 первичных баллов. Баллы, которые фиксировались в свидетельстве о результатах ЕГЭ для поступления в ссузы и вузы, подсчитывались по 100-балльной шкале на основе анализа результатов выполнения всех заданий работы.

Результаты единого государственного экзамена по иностранным языкам в 2010 году были представлены в тестовых баллах сертификата ЕГЭ по стобалльной шкале и не переводились в аттестационные баллы (по пятибалльной шкале).

В 2010 г. было введено понятие «минимальное количество баллов ЕГЭ по предмету». Ежегодно после проведения экзамена Рособрнадзор устанавливает минимальное количество баллов ЕГЭ по иностранному языку, подтверждающее освоение выпускником программы среднего (полного) общего образования по иностранному языку. В 2010 г., как и в 2009 г. эта минимальная граница составила 20 тестовых баллов.

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 были 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.

По предварительным данным этого года только 6,4% экзаменуемых не достигли минимальной границы, т.е. не подтвердили освоения программы среднего (полного) общего образования по иностранному языку.

Как уже отмечалось выше, несмотря на значительное увеличение числа участников в 2009–2010 гг. по сравнению с годами эксперимента по введению ЕГЭ, средний тестовый балл изменился незначительно. Его динамика в ЕГЭ по английскому языку такова: 2007 г. при 11264 участниках средний тестовый балл составил 64,46; в 2008 г. при 14676 участниках – 64,82; в 2009 г. при 76785 участниках средний балл – 59,09. Заметим, что в целом средний тестовый балл в ЕГЭ по иностранным языкам самый высокий из всех школьных предметов. Это свидетельствует об интересе учащихся в предмету, их высокой мотивации и высоком в целом уровне преподавания иностранных языков в нашей стране.

Несомненно, положительную роль сыграло также и издание «открытых» вариантов заданий ЕГЭ прошлых лет, итоговых аналитических отчетов. Кроме того, во многих областных учреждениях повышения квалификации, в региональных университетах уже не первый год действуют курсы по подготовке учителей и учащихся к экзамену. Серьезный вклад в оптимизацию подготовки учащихся к ЕГЭ вносит Национальное объединение преподавателей английского языка и его региональные отделения (см. http://nate.vsu.ru , http://www.ffl.msu.ru).

Результаты выполнения экзаменационных заданий в рецептивных видах речевой деятельности (разделы «Аудирование», «Чтение») свидетельствуют о сформированности, в целом, умений понимания аутентичных текстов различных жанров и типов. В то же время по-прежнему оставляют желать лучшего умения, связанные с интерпретацией текста.

Судя по результатам экзамена, наибольшую трудность для учащихся представляет раздел «Грамматика и лексика». Это заставляет еще раз обратить внимание преподавателей на работу с основными лексико-грамматическими элементами учебной программы. Достаточно большая часть испытуемых испытывала трудности в выборе адекватных видовременных форм глаголов и в определении лексических единиц, необходимых для подстановки в предлагаемый текст.

Как отмечалось выше, результаты выполнения экзаменационной работы в разделе «Письмо» свидетельствуют о достаточно хорошей сформированности умения выражать

мысли в соответствии с целью высказывания, соблюдать принятые в языке нормы вежливости с учетом адресата; пользоваться соответствующим стилем речи. Анализ работ экзаменуемых подтвердил вывод, сделанный по результатам выполнения раздела «Грамматика и лексика» – выпускники в письменной речи испытывают определенные трудности при применении видовременных форм глагола, согласовании времен и употреблении сложноподчиненных предложений.

Анализ результатов выполнения ЕГЭ 2010 года по иностранным языкам позволяет сделать вывод о целесообразности того, чтобы учителя продолжали уделять большее внимание:

- компетентностному подходу в обучению иностранным языкам;
- коммуникативным задачам, выполняемым в разных видах речевой деятельности, в том числе рецептивных (чтение, аудирование), и использованию разных стратегий в зависимости от поставленной коммуникативной задачи;
- развитию таких общеучебных умений, как умение вдумчиво прочитать инструкцию к заданию и точно ее выполнить; извлечь необходимую информацию, сделать на ее основе заключения и аргументировать их; логически организовать порождаемый устный или письменный текст;
- использованию в процессе обучения текстов различных типов и жанров, в том числе материалов сети Интернет;
- развитию языкового чутья, формированию умений языковой догадки;
- умению анализировать использование грамматических конструкций и отбор лексических единиц в соответствии с коммуникативными задачами и совершенствованию навыков употребления лексико-грамматического материала в коммуникативно-ориентированном контексте;
- развитию общей коммуникативной компетенции учащихся в части анализа информации, отбора содержательных элементов, их логической организации и аргументации собственного мнения.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ К ЕГЭ 2011 г.

Начиная подготовку к ЕГЭ 2011 г. по английскому языку, надо иметь в виду, что в структуру и содержание КИМ 2011 г. по сравнению с КИМ ЕГЭ 2010 г. не планируется вносить существенных изменений. В проекте спецификации КИМ ЕГЭ 2011 г. по иностранным языкам в п. 15 «Изменения в КИМ 2011 г. по сравнению с 2010 г.» указывается: «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 раздела «Чтение» предусмотрен переход к единообразной цифровой форме ответов, что позволит сократить число ошибок выпускников при заполнении бланков, брака при распознавании и верификации ответов экзаменуемых».

Следует также подчеркнуть большое значение внесенного в спецификацию уточнения по оцениванию экзаменационных работ раздела «Письмо», в которых не соблюдается требуемый объем. Это уточнение имеет практическое значение для подготовки выпускников к ЕГЭ и подробно рассматривается в методических рекомендациях к соответствующему разделу. Отметим, что в проекте демонстрационного варианта инструкция к разделу «Письмо» для экзаменуемых содержит следующее дополнение: «*Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём – не оцениваются*».

В целом можно сказать, что успешная сдача единого государственного экзамена по иностранному языку обеспечивается следующими факторами:

- должный уровень развития коммуникативной компетенции (владение ин. языком)
- овладение стратегиями разного рода аудирования и чтения
- знакомство с форматом экзамена
- тренировка в формате теста (выполнение инструкций, контроль за временем, точное выполнение требований объема выполненного задания в раздел «Письмо»)

С целью повышения уровня сформированности иноязычной коммуникативной компетенции и подготовки к экзамену учителям в организации учебного процесса необходимо обращать более пристальное внимание на:

- применение различных стратегий аудирования и чтения в зависимости от поставленной коммуникативной задачи;
- ознакомление учащихся с особенностями работы с тестовыми заданиями разных типов;
- ознакомление учащихся с текстами различных типов и жанров, языком современной прессы, с материалами сети Интернет;
- формирование умений языковой догадки;
- совершенствование навыков употребления лексико-грамматического материала в коммуникативно-ориентированном контексте;
- развитие таких общеучебных умений, как умение самостоятельно добывать и обрабатывать информацию, делать заключения и уметь их аргументировать, принимать решения на основе полученной информации, в том числе и в ходе речевого взаимодействия;

- соблюдение заданных объемов выполнения коммуникативных заданий в указанное в инструкциях время.

Подготовка учащихся к сдаче ЕГЭ по иностранным языкам, помимо собственно обучения соответствующему языку и развития умений и навыков в разных видах речевой деятельности, должна включать в себя следующие аспекты:

- ознакомление с форматом заданий, в том числе, заданий со свободно конструируемым ответом, т. е. заданий части С по письму;
- отработку четкого следования инструкциям к заданию, в том числе соблюдения предписанного объема письменного высказывания;
- развитие умения укладываться в регламент времени, отведенного на выполнение конкретного задания;
- ознакомление с критериями оценивания заданий части С по письму; объяснение предъявляемых требований;
- отработку стратегий выполнения тестовых заданий с их последующим анализом и самоанализом.

Остановимся более подробно на подготовке учащихся к выполнению отдельных разделов экзаменационной работы.

АУДИРОВАНИЕ

Для успешного выполнения заданий раздела «Аудирование» в экзаменационной работе ЕГЭ необходимо владеть общими умениями восприятия звучащей речи и разными видами аудирования: понимание общего содержания звучащего текста, понимание запрашиваемой информации, полное понимание аудиотекста.

Раздел «Аудирование» включает три задания разного уровня сложности и разного формата. Отметим, что в качестве текстов используются только те, которые предназначены для восприятия на слух, т.е. в этом разделе экзаменуемым не может быть предложен отрывок из художественного произведения в аудиозаписи. Именно поэтому важно, чтобы в качестве материала для подготовки привлекались те же жанры и типы аутентичных текстов, которые даются в контрольно-измерительных материалах.

Структура и содержание раздела «Аудирование»

Задание	***Кол-во вопросов***	***Проверяемые умения***	***Тип текста***	***Тип задания***
В1 Базовый уровень	1	Умение понять в прослушанном тексте основное содержание	Краткие высказывания информационно-прагматического характера	Задание на установление соответствия
А1-А7 Повышенный уровень	7	Умение понять в прослушанном тексте запрашиваемую информацию	Беседа или высказывание в стандартных ситуациях повседневного общения	Задание с множественным выбором ответа
А8-А14 Высокий уровень	7	Умение понимать полно и точно содержание прослушанного текста	Интервью, репортаж, развернутое тематическое высказывание	Задание с множественным выбором ответа

1. При подготовке к выполнению ***задания базового уровня на понимание основного содержания прослушанного текста В1 (задание на установление соответствия)***, учителю необходимо обращать внимание учащихся на следующие моменты:

- Прежде чем приступить к прослушиванию, надо внимательно прочитать **инструкцию** и разобраться, что требуется сделать в задании.
- Далее надо прочитать формулировку задания, т.е. утверждения (высказывания, заголовки, подзаголовки) A – G и подчеркнуть в них **ключевые слова**. Как правило, они близки тематически, поэтому искать надо **различия,** стараясь ответить на вопрос: «Чем высказывания отличаются друг от друга?»
- Определив эти различия (в виде ключевых слов), следует подумать о **синонимах**, потому что в аудиотексте та же мысль будет выражена другими словами, близкими по смыслу. Заголовок, подзаголовок и т.д. выражает общее содержание или формулирует главную мысль фрагмента, но, как правило, излагает это другими словами, не копируя исходный аудиотекст.
- В данном задании не требуется полного понимания текста, поэтому следует вырабатывать у учащихся умение понимать основное содержание по ключевым словам и не обращать внимания на слова, от которых не зависит это общее понимание текста (а также **не пугаться незнакомых слов**).
- **После первого прослушивания** надо постараться отметить наиболее вероятные ответы, **выделяя в звучащем тексте ключевые слова** и соотнося с теми, что уже подчеркнуты в утверждениях.
- **Во время второго прослушивания** рекомендуется сконцентрировать внимание на той информации, которая была пропущена в первый раз или в правильности которой есть сомнения. Задача – проверить правильность первоначальных ответов. **Не следует оставлять ни одного вопроса без ответа**, даже если нет полной уверенности в его правильности. Переносить ответы в Бланк ответов следует по окончании выполнения всего раздела «Аудирование».
- Не следует забывать, что **одно из утверждений является лишним.**
- В качестве **тренировочного предтестового упражнения** можно предложить следующее: дать учащимся прослушать аудиозапись, не показывая списка утверждений (заголовков, подзаголовков) и попросить после прослушивания каждой части попробовать кратко сформулировать основное содержание прослушанного (о чем говорится в этом тексте). Затем можно предложить второе прослушивание, после которого предъявить учащимся список утверждений (заголовков, подзаголовков). Такое упражнение «от обратного» поможет в дальнейшем быстрее подбирать соответствия.

2. При выполнении ***задания повышенного уровня на понимание в прослушанном тексте запрашиваемой информации А1 – А7*** (***задание на выбор ответа из трех вариантов: «верно», «неверно», «в тексте не сказано»***) следует учитывать следующее:

- Перед тем, как прослушать запись, надо внимательно прочитать **текст инструкции** и сами **утверждения**.
- В этом задании **не надо пытаться определить правильный ответ до прослушивания текста**, потому что ответ зависит исключительно от содержания текста. Общие знания или догадка в данном случае могут подвести. Но, прочитав задания, можно попытаться представить, о чем будет говориться в записи.
- Следует также продумать, **какого рода информация потребуется** (например, цифры, время, имена собственные, какие-то детали), чтобы определить данное утверждение как верное, неверное или вообще в тексте не затронутое.

- Необходимо учитывать **разницу между вариантом «Неверно» и вариантом «В тексте не сказано»**. Неверное предложение содержит информацию, которая противоречит тексту, а вариант «В тексте не сказано» означает, что в тексте аудиозаписи ничего не говорится по этому поводу.
- В заданиях такого типа **порядок приведенных утверждений**, как правило, соответствует тому порядку, в каком информация дается в аудиозаписи. Поэтому утверждения можно читать и во время прослушивания записи.
- При прослушивании текста следует обратить внимание на **отрицательные предложения**, поскольку правильный ответ часто имеет форму утвердительного предложения, которое включает слово, противоположное по значению тому, что прозвучало в записи. Это также может быть более сложное предложение, в котором встречаются такие слова как: *barely, hardly, scarcely, rarely, seldom.*
- В конце задания могут быть **вопросы более общего содержания**. При ответе на них необходимо подумать о **тексте всей записи целиком**.
- Во время второго прослушивания надо проверить свои ответы и **не оставлять вопросы без ответов.**

3. При выполнении ***задания высокого уровня на полное понимание текста А8 – А14 (задание на множественный выбор)*** следует учитывать следующие рекомендации:

- Перед тем как прослушать запись, **надо сначала прочитать только вопросы** в задании, без предложенных вариантов ответа. Однако эта стратегия не всегда может быть полезной, особенно если вопрос состоит из одного или нескольких слов, не образующих полного предложения. В этом случае рекомендуется **прочитать вопросы вместе с предложенными вариантами ответов**.
- Рекомендуется найти в вопросах **ключевые слова** и подобрать к ним **синонимы**.
- **Когда прослушивание началось, следует прекратить чтение вопросов** (даже если они не прочитаны до конца) и сконцентрировать внимание на понимании аудиозаписи.
- Следует помнить, что во всех заданиях на множественный выбор **порядок вопросов соответствует тому порядку, в каком информация появляется в тексте.**
- Во время первого прослушивания надо отметить ответы, которые вы считаете верными и возможные варианты ответа, если в отдельных случаях есть сомнения. **При выборе ответа следует руководствоваться исключительно той информацией, которая дается в тексте**, а не тем, что вы сами знаете или думаете по данному вопросу.
- И правильные, и неправильные варианты могут включать слова и выражения из текста аудиозаписи, **надо обращать внимание не столько на слова, сколько на контекст.** Те варианты ответа, которые в аудиозаписи имеют контекст, отличный от того, который они имеют в вопросе, являются неверными.
- Следует быть осторожным с теми вариантами ответа, в которых встречаются те же слова и фразы, что звучат в записи. Часто это неверные варианты. Помните, что правильные ответы должны, прежде всего, включать ту же информацию, что и запись, но это отнюдь не означает, что информация эта передается одними и теми же словами, как правило, для этого используются **синонимы**.
- Правильный ответ **не обязательно включает всю ту информацию**, которая звучит в записи (особые слова, фразы или цифры).

- Иногда **вопросы имеют общий характер**, они касаются высказанных мнений, намерений автора или контекста ситуации. Отвечая на них, **следует обращать внимание не только на отдельные фразы, но на более длинные отрезки или текст в целом.**
- **Во время второго прослушивания надо проверить выбранные ответы** и обратить внимание на ту информацию, которая была пропущена во время первого прослушивания.
- **Не следует оставлять ни один вопрос без ответа**, даже если после второго прослушивания есть сомнения в правильности выбора.

ЧТЕНИЕ

Для успешного выполнения заданий раздела «Чтение» учащиеся должны владеть общими умениями восприятия письменных текстов различных жанров и разными видами чтения: понимание общего содержания письменного текста, понимание запрашиваемой информации, полное и детальное понимание письменного текста. Большое значение имеют такие умения как языковая догадка (догадываться о значении незнакомых слов по контексту, по созвучию с родным языком, словообразовательным элементам); игнорирование незнакомых слов, не занимающих в тексте ключевых позиций.

Раздел «Чтение» включает три задания разного уровня сложности и разного формата. Отметим, что в данном разделе используются тексты журнальных статей, брошюр, путеводителей и только в третьем задании высокого уровня могут быть использованы отрывки из художественных текстов. Важно, чтобы в качестве материала для подготовки привлекались те же жанры и типы аутентичных текстов, которые даются в контрольно-измерительных материалах.

Структура и содержание раздела «Чтение»

Задание	***Кол-во вопросов***	***Проверяемые умения***	***Тип текста***	***Тип задания***
В2 Базовый уровень	7	Умение понять основную тему текста	Краткие тексты информационного и научно-популярного характера	Задание на установление соответствия
В3 Повышенный уровень	6	Умение понять структурно-смысловые части текста	Публицистические и научно-популярные тексты	Задание на установление соответствия
А15-А21 Высокий уровень	7	Умение полного понимания текста (умение видеть логические связи в предложении и между частями текста; делать выводы из прочитанного, извлекать значение незнакомого выражения из контекста и т.д.)	Художественный или публицистический (например, эссе) текст	Задание с множественным выбором ответа

1. В первом задании на чтение ***B2 базового уровня*** проверяется ***умение понять основную тему текста (задание на установление соответствия)***. Стратегии работы в данном случае совпадают со стратегиями работы с заданием базового уровня на понимание основного содержания прослушанного текста B1 (задание на установление соответствия) в аудировании. Тем не менее, при чтении можно также использовать следующие рекомендации:

- В задании такого типа необходимо соединять с текстом различные элементы, такие как заголовки, фразы, вопросы, утверждения. Каждый из этих элементов требует особого подхода при выполнении задания.
- Начиная выполнять такое задание, следует определить, что нужно соединять с текстом, а затем использовать соответствующую стратегию.
  – заголовки и фразы – надо быстро определить основную идею текста или его частей;
  – вопросы – найти в тексте место, к которому относится вопрос;
  – утверждения – найти в тексте ту же информацию, которая иначе выражена;
- В этом задании намеренно используется одно лишнее утверждение/заголовок/вопрос, который не соотносится с текстом или текстами. В этом случае надо определить, какие утверждения/ заголовки/ вопросы соответствуют тексту, а что является лишним.
- Важно помнить, что выполнение этого задания не требует полного и детального понимания текста, и уметь проявить языковую догадку, а в отдельных случаях проигнорировать незнакомые «трудные слова», поскольку основное содержание текста может быть понято и без знания этих слов

2. Второе ***задание повышенного уровня B3 проверяет умение понять структурно-смысловые связи текста (задание на установление соответствия***). При подготовке учащихся к выполнению данного задания необходимо учитывать следующие моменты:

- Сначала следует бегло прочитать (просмотреть) весь текст, чтобы уловить его общее содержание.
- Далее возможны две стратегии выполнения этого задания. Можно внимательно прочитать предложенные фрагменты предложений (один из них вам не понадобится, он лишний) и понять какой частью предложения или членом предложения является этот фрагмент, что ему должно предшествовать в тексте и что за ним может следовать. Обратившись к тексту, прочитайте до первого пропуска и подберите фрагмент к нему. Проделайте ту же операцию с каждым пропуском.
- Другая возможная стратегия: читая текст, содержащий пропуски, надо постараться определить, что может содержать каждый пропуск с точки зрения содержания (информации) и какую структуру он должен иметь (например, придаточное с союзным словом who или вторая часть сложносочиненного предложения). Далее следует подбирать соответствующие фрагменты.
- В этом задании необходимо обращать особое внимание на слова до и после пропуска. Восстановить нужный фрагмент текста вам помогут союзы и союзные слова, другие связующие текст элементы, согласование подлежащего со сказуемым, устойчивые выражения и грамматические структуры.
- Один из предложенных в списке A-G фрагментов является лишним, он останется неиспользованным.
- В этом задании также нужно проигнорировать незнакомые «трудные слова», поскольку они не нужны вам для выполнения поставленной задачи.

3. Последнее ***задание на чтение А15-А21 высокого уровня нацелено на проверку полного понимания текста,*** в том числе на способность определять логические связи в предложении и между частями текста; делать выводы из прочитанного (***задание с множественным выбором ответа).*** При подготовке к данной части экзамена следует руководствоваться следующими рекомендациями:

- Сначала надо прочитать вопросы, а затем текст, к которому они относятся. В тексте надо найти ***фрагменты***, к которым относится каждый из вопросов. Эти фрагменты могут быть ***разной длины***: это может быть одно слово, выражение, целое предложение или абзац.
- Надо постараться ***определить неверные ответы***, обращая внимание на детали – неверные ответы могут содержать ***слегка изменённую информацию*** из текста.
- Следует отметить верный ответ, а затем вновь проверить его правильность. Например, найти и подчеркнуть то место в тексте, которое подтверждает ответ.
- Чтобы удостовериться, что ответ верный, надо обратить внимание на различие между ***основной идеей и второстепенной информацией***. Большое количество ошибок в тестах на множественный выбор предопределено наличием второстепенной информации в тексте.
- Особое внимание следует обратить на то, что сформулировано чётко и на то, что только подразумевается. В заданиях данного типа намерения автора могут иметь большое значение, но они не всегда выражены прямо и открыто. Поэтому, надо постараться проанализировать не только использованные в тексте выражения, но и понять скрытый смысл, который может содержаться в тексте.

ГРАММАТИКА И ЛЕКСИКА

Структура и содержание раздела «Грамматика и лексика»

Задание	***Кол-во вопросов***	***Проверяемые навыки***	***Тип/жанр текста***	***Тип задания***
В4-В10 Базовый уровень	7	Грамматические навыки: владение видовременными формами глагола, личными и неличными формами глаголов; формами числительных; формами местоимений и т.д.	Связный отрывок из повествовательного/научно-популярного текста	Задание с кратким ответом
В11-В16 Повышенный уровень	6	Лексико-грамматические навыки: владение способами словообразования	Связный отрывок из повествовательного текста	Задание с кратким ответом
А22-А28 Повышенный уровень	7	Лексико-грамматические навыки: употребление лексических единиц с учетом сочетаемости слов	Связный отрывок из художественного или публицистического текста	Задание с множественным выбором

1. ***Задания В4-В10 базового уровня (задание с кратким ответом)*** направлено на контроль владения видовременными формами глагола, личными и неличными формами глаголов; формами числительных; формами местоимений и т.д. (полный список проверяемых элементов содержания дается в «Кодификаторе элементов содержания по английскому языку для составления контрольных измерительных материалов единого государственного экзамена 2010» – см. http://www.fipi.ru).. При подготовке к данному заданию можно руководствоваться следующими подсказками:

- определить, какой частью речи является проверяемая единица и только после этого анализировать возможные варианты словоизменения.
- если это глагол, то следует определить, какую форму глагола имел в виду автор – личную (видовременную), или неличную- инфинитив, герундий или причастие.
- особое внимание надо обратить на то, нужна ли в данном случае форма активного или пассивного залога глагола.
- не стоит забывать о согласование времен, особенно если в предложении есть глаголы, описывающие действия, происходившие в разные отрезки времени.

2. Второе задание ***В11-В16 повышенного уровня*** проверяет ***владение способами словообразования*** (***задание с кратким ответом)***. Здесь следует помнить следующее:

- Прежде всего необходимо определить, какая часть речи нужна, чтобы заполнить пропуск (имя существительное, имя прилагательное, глагол, наречие и т.д.).
- Затем надо вспомнить суффиксы, характерные для данной части речи (например, для имени существительного *–ment, -ness, -ism*; для глагола *–ise, -ify, -en*; для имени прилагательного *–ful, -al, -ous;* для наречия *-ly*).
- Определить, имеет ли слово положительное или отрицательное значение по контексту, в случае необходимости изменить суффикс или префикс слова.
- Иногда необходимо использовать и префиксы и суффиксы, чтобы выполнить задание верно.

3. Третье повышение уровня ***задание А22-А28*** ***проверяет умение употреблять лексические единицы с учетом сочетаемости слов в коммуникативном контексте (задание с множественным выбором)***. В процессе подготовки к выполнению данного типа лексических заданий можно использовать следующие рекомендации:

- Перед тем как прочитать предложенные варианты ответов следует внимательно прочитать задание и продумать варианты заполнения пропуска. Правильный ответ проще найти путем отбрасывания неверных вариантов.
- При определении неверных вариантов следует помнить, что потенциально неверный вариант ответа может давать неверные или нелогичные предложения с точки зрения лексической или грамматической сочетаемости.
- Стоит обращать особое внимание на два или три похожих ответа (с точки зрения написания, произношения, грамматической формы) – один из них, скорее всего, является правильным.
- Особое внимание следует обратить на сочетаемость: на устойчивые словосочетания, фразовые глаголы, идиоматические выражения, на прямое или предложное управление слов.

ПИСЬМО

Раздел «Письмо» включает два задания разного уровня сложности: написание личного письма и создание письменного высказывания с элементами рассуждения по предложенной проблеме «Мое мнение».

Структура и содержание раздела «Письмо»

Задание	***Тип задания***	***Проверяемые умения (основные блоки)***	***Требуемый объем***	***Рекомендуемое время выполнения***
С1 Базовый уровень	Письмо личного характера	- Дать развернутое сообщение - Запросить информацию - Использовать неофициальный стиль - Соблюдать формат личного письма	100-140 слов	20 мин.
С2 Высокий уровень	Письменное высказывание с элементами рассуждения	- Высказать свое мнение - Привести аргументы, доказательства, примеры - Сделать вывод. Основываясь на предложенном плане, последовательно и логически правильно строить высказывание с целью решения поставленной коммуникативной задачи - Использовать соответствующие средства логической связи - Правильно оформить стилистически в соответствии с поставленной задачей	200-250 слов	40 мин.

Основной задачей в данной части экзамена является контроль умений письменной коммуникации и решения коммуникативных задач посредством письменного общения, в частности: сообщать и запрашивать информацию; выражать личное мнение, эмоции и чувства; подкреплять свою точку зрения весомыми аргументами и приводить примеры; последовательно и логично строить высказывание; адекватно использовать средства логической связи; лексически, грамматически и орфографически правильно оформлять письменный текст.

Содержательные моменты

Следует помнить, что главное в заданиях раздела «Письмо» – это выполнить коммуникативную задачу, сформулированную в задании. Это означает, что вы должны сообщить информацию, которая требуется по инструкции: в задании С1 ответить на все заданные вам вопросы, сообщить всю запрошенную информацию; в задании С2 – раскрыть все пункты предложенного вам плана. Если коммуникативная задача не понята и не выполнена, даже в случае отсутствия лексико-грамматических ошибок, работа оценивается в 0 баллов по критерию «Содержание» и данное экзаменационное задание считается невыполненным.

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

Связность и логичность текста

Текст должен не только верно излагать нужную информацию, но представлять собой связное и логичное целое. Следует использовать разнообразные средства связи, соединяя как отдельные предложения, так и их части и показывая ход своих рассуждений. Только текст, который представляет собой единое целое, логически организованное и завершенное, имеет шансы на высокие баллы.

Выражение личного мнения, эмоций и чувств

При выражении своего мнения и чувств и эмоций лучше употреблять сбалансированные, безличные формы. Это делает ваши утверждения более убедительными и одновременно позволяет использовать более сложные и интересные грамматические структуры, поможет избежать явных нарушений стиля в задании С2.

Лексико-грамматические аспекты

Рекомендуется использовать более сложные структуры и разнообразную лексику. Использование разнообразных структур и оборотов может повысить оценку, при этом важно помнить, что разнообразие структур включает, прежде всего, различные речевые клише и вводные фразы в начале предложения, а не только сложные грамматические структуры внутри предложения.

Стилистический аспект

Для личного письма следует использовать неофициальный стиль. Кроме соответствующего оформления письма, это подразумевает неофициальное обращение к адресату, прощальную фразу более личного характера, а также использование кратких форм глагола и т.п. Развернутое письменное высказывание с элементами рассуждения, напротив, предполагает нейтральный стиль.

Контроль объема текста

Следует контролировать объем текста, придерживаясь заданных параметров. Необходимо запомнить, сколько слов, написанных вашим почерком, в среднем приходится на одну строку. Можно также запомнить зрительно, сколько места на странице занимает текст, содержащий, к примеру, 200 слов. Это поможет быстро сориентироваться в процессе экзамена, скорректировать объем текста.

В ЕГЭ 2011 г., как и в ЕГЭ 2010 г., к соблюдению объема текста предъявляются четкие требования, которые сформулированы в п. 11 Спецификации (см. www.fipi.ru):

«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.»

Требование определенного объема не является чисто формальным, как ошибочно считают многие выпускники. Это важная часть инструкции к заданию, которую экзаменуемый должен внимательно прочитать и максимально точно выполнить. Точность выполнения задания определяется, в частности, и тем, как участник экзамена выполнил это требование (это распространенная практика, принятая, в том числе, и в международных экзаменах). Требование определенного объема дисциплинирует экзаменуемого, не дает ему «растекаться мыслью по древу», помогает определить необходимое и достаточное для выполнения задания содержание письменного высказывания. Превышение заданного объема письменной работы часто свидетельствует о том, что экзаменуемый не вполне понял, какие именно аспекты содержания необходимо раскрыть, или же он/она не умеет четко и ясно формулировать свои мысли. Если же письменная работа не достигает нижней границы предписанного объема, то в ней, по определению, не могут быть раскрыты все требуемые содержательные аспекты задания. Это свидетельствует о недостаточном владении умениями письменной речи.

1. При написании письма личного характера следует учитывать следующие рекомендации:

- Надо внимательно прочитать **инструкцию** к заданию, обращая внимание на ограничители **времени и объема**.
- Внимательно прочитайте предложенный вам отрывок из письма зарубежного друга (это называется письмо-стимул, т.к. является стимулом к написанию ответного письма). Это поможет понять **коммуникативные задачи** и определить объем и содержание информации, которая должна быть включена в ответное письмо. Вычлените вопросы, которые вам задает друг по переписке – на все эти вопросы обязательно надо ответить, причем не кратко и формально «Да» – «Нет», а так, как люди реально отвечают друзьям, переписка с которыми для них важно и интересна.
- В задании С1 под письмом-стимулом содержится указание на дополнительную задачу: задать друг другу 3 вопроса на определенную тему (эта тема также затрагивается в письме-стимуле). Не забудьте это сделать!
- Не рекомендуется увлекаться каким-то одним аспектом содержания и включать в текст подробности, не имеющие отношения к поставленной коммуникативной задаче – это может привести к неоправданному увеличению объема текста.
- Важно помнить, что текст письма должен представлять собой связное и логичное целое. Текст делится на **абзацы** в соответствии с логикой, абзацы между собой и предложения внутри абзацев должны быть связаны при помощи **различных средств связи**: вводных слов, союзов, союзных слов и т.п.

- Стоит обратить внимание на **оформление письма**. В тексте письма краткий адрес автора располагается в правом верхнем углу, под ним должна стоять дата.
- У письма должна быть определенная **структура.**
  - Вступление, с обращением на отдельной строке в соответствии с неофициальным стилем, ссылка на предыдущие контакты.
  - Главная часть, где отражаются вопросы задания (следует помнить о правильном **делении текста на абзацы**).
  - Заключение, с завершающей фразой на отдельной строке, подпись на отдельной строке – только имя пишущего.
- Завершая работу над заданием С1, следует проверить написанный текст ответного письма с точки зрения грамматики, лексики, орфографии и пунктуации. В проекте демоверсии КИМ ЕГЭ 2011 г. предлагается изменить критерии и схемы оценивания, включив критерий "Языковое оформление текста" для задания С1, т.е. скорей всего уже в 2011 г. личное письмо будет оцениваться с точки зрения его языкового оформления. Чтобы убедиться в этом, надо в конце сентября посмотреть утвержденную демоверсию на сайте ФИПИ (http://www.fipi.ru).

2. При выполнении задания С2 (развернутое высказывание с элементами рассуждения) следует уделить должное внимание как содержанию, так и организации текста и его языковому оформлению. Это задание оценивается по всем 5 критериям: содержание, организация, лексическое оформление текста, грамматическое оформление текста, орфография и пунктуация.

Как и в 2010 г., в 2011 г. в задании С2 фигурирует только один тип развернутого письменного высказывания с элементами рассуждения, а именно: «Ваше мнение». Однако и для этого типа рассуждения вам надо будет найти аргументы «за» и «против», поскольку свое мнение вы должны доказать и доказать его как бы в споре с оппонентами.

- **Вдумайтесь в предложенную вам тему**: она носит проблемный характер, содержит явное или скрытое противопоставление двух точек зрения. Определитесь со своим мнением по данной проблеме. Продумайте аргументы в его защиту. Предположите, какие аргументы могут быть у сторонников противоположной точки зрения и как эти аргументы можно опровергнуть.
- Внимательно изучите предлагаемый вам **план развернутого высказывания**. Он является оптимальным для такой письменной работы, строго его придерживайтесь и ваше рассуждение будет правильно, логично организовано.
- Во вступлении **изложите проблему своими словами**, перефразируйте данную вам формулировку.
- Начните основную часть с изложения **собственной точки зрения** и приведите **два-три развернутых аргумента.**
- Далее изложите **точку зрения своих оппонентов** и приведите хотя бы **один их аргумент.**
- Поспорьте со своими оппонентами, найдите **весомые контраргументы**, объясните, почему нельзя согласиться с их взглядом на данную проблему.
- В заключении еще раз **изложите ваше мнение** (желательно другими словами).
- Если вы будете придерживаться предложенного плана, работа будет логично выстроена. Но не забывайте о **делении текста на абзацы**! Как минимум, каждому пункту плана будет соответствовать свой абзац. Скорее же, вступление и заключение будут занимать по отдельному абзацу, а главная часть будет состоять из 3-4 абзацев, согласно логике развития ваших рассуждений.

- Обращайте внимание на **внутреннее строение абзаца**. Начинайте абзац с предложения, которое выражает его основную мысль.
- Большую роль играют связующие слова и выражения, показывающие **ход ваших рассуждений**: firstly, secondly, finally, although, nevertheless, on the one hand, on the hand, in my opinion, as far as I know и др. Они обеспечивают связь между предложениями, внутри абзацев и между абзацами. Не пренебрегайте ими!
- Закончив работу, проверьте, нет ли в ней **орфографических, грамматических, лексических ошибок** и соответствует ли она **требуемому объему**.

Чтобы получить более полное представление о задачах, стоящих перед экзаменуемыми в данных заданиях, следует также познакомиться и с **критериями оценивания**. Для оценивания применяется сочетание двух рейтинговых шкал в системе, специально разработанной для измерения различных сторон коммуникативной компетенции учащихся. Система предусматривает **словесное описание критериев** оценивания развернутого ответа и цифровую **характеристику нормативов оце**нки по каждому критерию. Каждый критерий в зависимости от его значимости оценивается рейтинговой шкалой различной длины: 3-0 или 2-0.

В 2011 г. личное письмо (С1) в проекте демоверсии предлагается оценивать по трем критериям, а именно, «Решение коммуникативной задачи (содержание)» (максимально – 2 балла), «Организация текста» (максимально – 2 балла) и «Языковое оформление текста» (максимально – 2 балла). Этот последний критерий включает лексическое и грамматическое оформление текста, а также орфографию и пунктуацию. При сохранении общей максимальной суммы баллов - 6 за успешное выполнение этого задания, 2 балла из 6 даются за правильное грамматическое оформление текста, за умение оперировать лексическими единицами, за орфографическую и пунктуационную грамотность.

Учитывая, что это задание базового уровня, максимум по данному критерию (2 балла) может быть выставлен при минимальном количестве негрубых ошибок. В критериях указывается, что 2 балла могут быть выставлены, если «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)».

Выполнение задания С1 по этому критерию оценивается в 1 балл, если «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)».

Экзаменуемый получает 0 баллов, если «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».

Письменное высказывание с элементами рассуждения (С2) оценивается по пяти критериям: «Решение коммуникативной задачи (содержание)» (максимально – 3 балла), «Организация текста» (максимально – 3 балла), «Лексика» (максимально – 3 балла), «Грамматика» (максимально – 3 балла), «Орфография и пунктуация» (максимально – 2 балла).

Проект

Единый государственный экзамен по ИНОСТРАННЫМ ЯЗЫКАМ

Демонстрационный вариант контрольных измерительных материалов единого государственного экзамена 2011 года по английскому языку

подготовлен Федеральным государственным научным учреждением

«ФЕДЕРАЛЬНЫЙ ИНСТИТУТ ПЕДАГОГИЧЕСКИХ ИЗМЕРЕНИЙ»

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 включенные, 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. Приведенные критерии оценки выполнения заданий с развернутым ответом, включенные в этот вариант, дают представление о требованиях к полноте и правильности записи развернутого 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 четырех 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 трех 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 четырех 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 четырех 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. 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 приведенных утверждений **A1–A7** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чем 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 **A8–A14** 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 **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** 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 **A15–A21**. 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 e

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 **B2, B3** и **A15–A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ **В БЛАНК ОТВЕТОВ № 1!** ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2, B3, A15–A21** располагаются в разных частях бланка.*

Раздел 3. ГРАММАТИКА И ЛЕКСИКА

Прочитайте приведенные 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 6th century BC and lasted until the 16th 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 приведенный 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

B11	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
B12	Twelve National Parks are freely accessible to the public and were created to conserve the _____ beauty, wildlife and cultural heritage they contain.	NATURE
B13	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
B14	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
B15	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
B16	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.

A22	1) journey	2) trip	3) travel	4) tourist
A23	1) achieved	2) arrived	3) entered	4) reached
A24	1) set	2) came	3) headed	4) directed
A25	1) determined	2) resolved	3) decided	4) assured
A26	1) in	2) off	3) of	4) after
A27	1) among	2) along	3) between	4) besides
A28	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** и **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. Запишите сначала номер задания (C1, C2), а затем ответ на него. Если одной стороны бланка недостаточно, вы можете использовать его другую сторону.*

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 **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. 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 o Earth. I love traveling in comfort. Nowadays it's very expensive. I read travel magazines an surf the Internet for information about different tours, hotels and sights – and now I kno 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 the is one big expense, it is food. I like desserts, especially ice cream, so when I go out for dinn I definitely have a dessert afterwards. I can't live without cakes, candies, chocolates an 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 А1–А7

*Вы услышите телефонный разговор. Определите, какие из приведенных утверждений А1–А7 соответствуют содержанию текста (1 – **True**), какие не соответствуют (2 – **False**) и о чем 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 mor 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 learnin opportunities for students who would like to master basic language skills, let's say, for his o 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 m friend apply for the next semester?

Receptionist: Well, we start in March and always ask applicants to apply no later than tw 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 ca 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 herd constantly migrating from one place to another because of deforestation. So people are vul nerable 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 a times you come into contact with an unusual animal. You know animals live in packs, s when one animal is rejected from its pack, it's an angry animal. It cannot join the other pack so it attacks anything and is extremely dangerous. It should not be disturbed. People can d 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 ther have very poor living conditions, and they try hard to earn an extra dime to support their fami lies. Charcoal is in great demand for cooking and other odd jobs, so people don't even have t 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 t reduce damage to the environment. You all know the Nobel Prize winner Wangari Maath who is a leader of the *Green Belt Movement* in Kenya. She's been trying to discourage peopl from destroying forests for a long time and to explain what deforestation does to the countr and the environment in general and how it affects people in the forest areas. She teaches pec ple to adjust to new conditions and environments. She moves with the times. Wangari sup ports National parks, conservation areas and safari parks in the country. She helps organiz 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 safa business ... is really good; if everything you see on the BBC Wildlife channel, you knov documentaries, is true to life.

Ben: It's not a cliché, but it's something you have to experience when you get there on safar 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 seein all those animals?

Ben: I am afraid they won't let you drive in your own car. They provide services for you. W have in Kenya an institute called the KWS: the Kenya Wildlife Service and it has its ow wardens that are highly trained to protect you when you're in the forest. You just say wher and when you want to go, what places and animals you would like to see. Tours are kind c 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, отведенное на выполнение заданий, истекло.

Ответы

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	**Ответ**	№ задания	**Ответ**	№ задания	**Ответ**
A1	2	A15	3	A22	3
A2	3	A16	2	A23	2
A3	2	A17	3	A24	4
A4	3	A18	1	A25	3
A5	1	A19	4	A26	2
A6	1	A20	4	A27	1
A7	1	A21	2	A28	3
A8	1				
A9	3				
A10	2				
A11	3				
A12	1				
A13	2				
A14	1				

Аудирование	
B1	EGDAFB
Чтение	
B2	4673128
B3	471523
Грамматика и лексика*	
B4	wives
B5	wasn't<или>wasnot
B6	waslooking
B7	greatest
B8	wasbuilt
B9	began
B10	hasbecome
B11	population
B12	natural
B13	visitors
B14	seriously
B15	protection
B16	scientists

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

ПРИЛОЖЕНИЕ

Проект

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
	К1	К2	К3
2	**Задание выполнено полностью:** 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; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка.	Используемый словарный запас и грамматические структуры соответствуют постав-ленной задаче (допускается не более двух негрубых лексико-грамматических оши-бок); орфографические и пунктуационные ошибки практически отсутствуют (допускается не более двух негрубых орфографических и пунктуационных ошибок).
1	**Задание выполнено не полностью:** содержание отражает не все аспекты, указанные в задании; встречаются нарушения стилевого оформления речи и/или принятых в языке норм вежли-вости.	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 четырех негрубых лексико-грамматических ошибок); имеющиеся орфографические и пунктуационные ошиб-ки не затрудняют коммуникацию (допускается не более четырех негрубых орфографических и пунктуационных ошибок).
0	**Задание не выполнено:** содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.	Отсутствует логика в построении высказывания; формат высказы-вания не соблюда-ется.	Многочисленные ошибки базового уровня в языковом оформлении текста препятствуют эффективной коммуникации: ограниченный словарный запас/ многочисленные ошибки в словоупотреблении и сочетаемости; несоблю-

			дение грамматических правил; многочислен-ные орфографические и пунктуационные ошибки.

Примечание. При получении экзаменуемым 0 баллов по критерию «Содержание» все задание оценивается в 0 баллов.

Критерии оценивания выполнения задания С2
(макс. 14 баллов)

Баллы	Решение коммуникативной задачи (содержание)	Организация текста
	К1	К2
3	**Задание выполнено полностью:** 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.
2	**Задание выполнено:** 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.
1	**Задание выполнено не полностью:** 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.
0	**Задание не выполнено:** 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 практи-чески 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 немногочисленны, 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» все задание оценивается в 0 баллов.

ТРЕНИРОВОЧНЫЕ ЗАДАНИЯ ПО ОСНОВНЫМ РАЗДЕЛАМ КУРСА

Раздел «ЧТЕНИЕ»

Задание 1

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. **Supercomputer**
2. **Human intelligence test**
3. **Man against computer**
4. **Robotic industry**
5. **Intelligent machines in our life**
6. **Computer intelligence test**
7. **Computers change human brains**
8. **Electronic film stars**

A. Artificial intelligence is the art of making machines that are able to 'think'. We often don't notice it, but artificial intelligence is all around us. It is present in computer games, in the cruise control in our cars and the servers that direct our e-mail. Some scientists believe that the most powerful computers could have the power of the human brain. Machines have always been excellent at tasks like calculation. But now they are better than humans in many spheres, from chess to mixing music.

B. The world's most powerful computer is ASCI Purple, made by IBM in 2004. It can carry out 100 trillion operations per second and has the size of two basketball courts. A computer with double power is expected in the next two years. A spokesman for IBM said that ASCI Purple is near the power of the human brain. But some scientists believe our brains can carry out almost 10,000 trillion operations per second.

C. The possible dangers of intelligent machines became the stories of many science fiction films. In The Terminator (1984), a computer network uses nuclear weapons against the human race in order to rule the world. This network then makes intelligent robots called 'Terminators' which it programs to kill all the humans. In The Matrix (1999) and The Matrix Reloaded (2003), a machine dominates humanity, using people as batteries to power itself.

D. In 1997, then the world chess champion Garry Kasparov played against IBM's Deep Blue supercomputer – and lost. After six games, the world-famous Kasparov lost 2.5 to 3.5 to the computer. In February 2003, Kasparov restored human reputation by finishing equal against the Israeli-built supercomputer Deep Junior. Kasparov ended the game with the score 2-2 against US company X3D Technologies' supercomputer X3D Fritz in November 2003, proving that the human brain can keep up with the latest developments in computing (at least in chess).

E. There are a number of different methods which try to measure intelligence, the most famous of which is perhaps the IQ, or 'Intelligence Quotient' test. This test was first used in early 20th century Paris. The modern day IQ test measures a variety of different types of ability such as memory for words and figures and others. Whether IQ tests actually test general intelligence is disputable. Some argue that they just show how good the individual is at IQ tests!

F. Analysis shows that human intelligence is changing. We are gaining abilities in some areas of intelligence, while losing them in others, such as memory. So this generation may not remember the great number of poems, their abilities are greater in other areas. It has been discovered that wide use of video games improves reaction time. But we could only dream of computing without calculators as fast as our grandparents did.

G. In 1950, mathematician Alan Turing invented a test to check machine intelligence. In the Turing Test, two people (A and B) sit in a closed room, a third person (C), who asks questions, sits outside. Person A tries to answer the questions so that person C doesn't guess who they are: men or women, while person B tries to help him (C) in their identification. Turing suggested a machine take the place of person A. If the machine fooled the human, it was likely to be intelligent.

A	B	C	D	E	F	G

Задание 2

B2

*Установите соответствие между заголовками **1 – 7** и текстами **A – F**. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. **В задании один заголовок лишняя**. Если вы затрудняетесь соотнести какой-либо текст с темой, то ставьте в таблице знак **X** под номером этого текста.*

1. **An office at home**
2. **Computers for making films**
3. **"No" to computer games**
4. **Computers for building up team spirit**
5. **Saving energy**
6. **Saving space**
7. **Driving in the future**

A. Safe, comfortable and, above all, green. Electric-powered cars will not produce any substances which are dangerous for either people or the environment. In 10-20 years all cars will have their own built-in computers. These computers will help choose the best way to go and avoid accidents. You can even sit back and let the computer do the driving!

B. As you know personal computers use a lot of power. In fact, with their printers and monitors, computers in the USA use each year as much electricity as the whole state of Oregon. Not to waste electricity, new "green" computers are being developed by more than a hundred personal computer firms in the USA. When left on but unused for more than a few minutes, they go down to a standby, using 80 per cent less energy. At a command the PCs return to full power.

C. Nowadays, people working in offices use computers, which contain hundreds of documents. Do you know how much space these documents would take up, if they were printed on paper? They'd occupy whole rooms! In many offices computers are linked in a network. This way, employees can exchange information and messages without moving from their tables.

D. Technology has allowed more and more people to work from the place where they live. Using a modem on a telephone line connected to their computer, everyone can be linked to the company computer. In this way, they don't waste so much time, because they don't have to go to the office every day. It also means less pollution in the atmosphere caused by transport.

E. Good-bye, pencils! Farewell, sheets of paper! These days cartoons are being made with a computer. The first-ever cartoon to be created by computer was "Toy Story" produced by Steve Jobs. A typical Walt Disney cartoon usually needs up to 600 designers. "Toy Story" was made using only 100. So, like so much of modern life, today's cinema seems to be falling more and more into the hands of the computer.

F. If someone asked you about the negative aspects of a computer game, probably the first thing that would come to your mind is that it isolates a person from other people. Now the first virtual reality computer game has appeared which can be played in a group of 6 people at the same time. The game is called "The Loch Ness Expedition." Each player is given a role in the underwater expedition. Players have to cooperate to achieve the goal.

A	B	C	D	E	F

Задание 3

Рекомендуемое время на выполнение этого задания – 7 минут

B2 *Установите соответствие между темами **1 – 7** текстами **A – F**. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. **В задании одна тема лишняя**.*

This museum tells visitors about the history of

1. **architecture**
2. **theatre**
3. **sport**
4. **army**
5. **team**
6. **place**
7. **ancient times**

A. At this museum you'll discover the exciting story of the British soldier in peace and war. It'll show you how soldiers loved, worked and fought from Tudor times to the present day. Videos, models and unusual personal things bring the soldier's story vividly to life.

B. This open-air museum with more than 20 buildings covers seven centuries. It is set in 6 hectares of landscaped countryside. Visitors can go inside all the buildings, ancient and modern, getting the idea of how they were designed and constructed.

C. When the Manchester United Museum and Trophy Room opened in 1986 it was Britain's first purpose built football museum. It covers the history of the famous club since its beginning in 1878 right up to the present day in pictures. The Museum's video theatre shows some films about the famous club and the matches in which they fought.

D. The Midland Motor Museum, the only of its kind in Europe, houses over 90 exciting racing cars. Newspapers carry news about achievements of the legends of motor sports. Photographs and prints tell visitors of teams and drivers who took part in *Paris-Dakar, Formula I* and other competitions.

E. The Yorkshire Museum has a story to tell, a historical drama that went through the centuries. On show are some of the unusual exhibits from Roman, Anglo-Saxon, Viking periods. Visitors will see part of Yorkshire Roman city wall which runs through the Museum Garden.

F. The Ironbridge Museum tells the story of a remarkable area where two hundred years ago the world's first iron bridge symbolised the birth of a new age. Today the area looks different. Riverside pubs, antique shops, reconstructed cottages make it very attractive for tourists.

A	B	C	D	E	F

Задание 4

Рекомендуемое время на выполнение этого задания – 7 минут

B2 *Установите соответствие между темами **1 – 7** и текстами **A – F**. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. **В задании одна тема лишняя.***

This museum tells you about the history of

1. **industry**
2. **science**
3. **toys**
4. **costumes**
5. **a city**
6. **transport**
7. **canals**

A. Step inside this magical 1850s "Cinema" for an exciting tour of Edinburgh, the capital of Scotland. As the lights go down a brilliant moving image of the capital appears before you, while the guide tells the story of Edinburgh's historic past.

B. The National Waterways Museum of Gloucester brings to life the time when Britain's waterways were dug between towns. Transport by these ways was cheaper than transport by land. Many exhibits give visitors the chance to relive the Age which helped to revolutionize Britain's water system.

C. Black Country Museum is an open - air museum. Your visit there is always exciting and enjoyable. Guides in national costumes and working demonstrators tell visitors a story of the time when different machines were invented in Britain and factories began to develop very quickly.

D. Travel through time and discover the colourful story of travel. See shiny buses, tube trains and trams of different centuries. As you step into the past you'll meet people who've kept London moving for 200 years. Hold tight as you put yourself in the driving seat and enjoy your journey.

E. This museum is full of wonderful models of trains, buses, ships and cars. See the 1920s model Story Land Park and play the old slot-machines. It also has a nursery of the beginning of the 20 th century. The wonderful collection of dolls contains different marionettes from Ancient Roman Gladiator dolls to figures of today.

F. This museum illustrates the development of human knowledge through different instruments. The museum has a clockwork model of the solar system from 1750 as well as microscopes, telescopes, navigation instruments, electrical machines and tools.

A	B	C	D	E	F

Задание 5

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.*

HEALTHY SCHOOL MEALS

Children at Southdown Infants School in Bath enjoy tasty homemade meals such as roast turkey with fresh vegetables, chicken, salad and fresh fruit for pudding. Vegetables are **A** _____. Instead of crisps, chocolate and sweets, the school canteen serves organic carrots, dried fruit and fresh seasonal fruit in bags for 10p, **B** _____.

Southdown's healthy eating initiative began four years ago with the start of a breakfast club.

Now Ms Culley, the head teacher of the school, says that the teachers very clearly see the link between diet and concentration. "Children's concentration and behaviour **C** _____." The teachers would also like to give the children the experience of eating together. It turned out that some children weren't used to that.

Pupils are also encouraged to find out more about where their food comes from by **D** _____.

Parents are also involved and are invited in to try school dinners on special occasions, **E** _____.

The efforts of staff, pupils and parents to create a healthy eating environment were recognized earlier this month **F** _____ the Best School Dinner award.

Ms Culley said: "We are happy to win this award. Healthy eating is at the centre of everything we do. It's really rewarding to see so many children enjoy real food."

1. such as Easter and Christmas
2. visiting a local farm
3. local, fresh and organic where possible
4. provide good quality food
5. definitely improve after a good meal
6. and about 100 bags are sold each day
7. when the school was awarded

A	B	C	D	E	F

Задание 6

*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

Задание 7

*Прочитайте текст и заполните пропуски **A – F** частями предложений **1 – 7. Одна из частей в списке 1 – 7 – лишняя**. Перенесите ответы в таблицу.*

The monster fish announced itself with four huge blows of its tail, thrashing against the net that had trapped it in the Mekong River.
It was a rare giant catfish, **A**_____.
At 2.7 meters in length and weighing 293 kilogram, it may be the biggest freshwater fish ever recorded.
But in one of the world's more surprising mysteries, nobody really knows which is the biggest species of fish lurking under the waters of the Mekong or the Amazon or the Yangtze or the Congo or the Colorado or Lake Baikal.
When the giant catfish was caught in May, a biologist named Zeb S. Hogan rushed here to take a look. It was his first trophy **B**_____.
Sponsored by the National Geographic Society and the World Wildlife Fund, **C**_____.
He has started with the Mekong, which he said has seven species of giant fish, more than any other river, along with at least 750 other species. All of them are threatened – **D**_____– by overfishing, pollution and development, including major dam projects.
The Mekong giant catfish may be **E**_____. The few that remain can be spotted now only in central Cambodia and here, just below the Golden Triangle, where northern Thailand, Laos and Myanmar meet.
No one has made a credible claim to top this year's trophy, Mr. Hogan said. "I keep expecting people to send me photos or records of larger fish, **F**_____," Mr. Hogan said. "But that's kind of the point of the project. Let's gather all the information that's out there and decide which is the largest freshwater fish."

1. like river fish around the world
2. in a project to identify the world's largest freshwater fish in the hope of slowing their extinction
3. but nobody has
4. and it took five boatmen an hour to pull it in and 10 men to lift it when they reached the shore in this remote village in northern Thailand
5. but we couldn't weigh it
6. Mr. Hogan has embarked on an 18-month expedition that will take him to five continents
7. the first to disappear from the river, he said

A	B	C	D	E	F

Задание 8

*Прочитайте рассказ и выполните задания **A15 – A21**, обводя цифру **1, 2, 3** или **4**, соответствующую номеру выбранного вами варианта ответа.*

Sometimes my father scares me. He can tackle something he knows nothing about, an nine times out of ten, it will come out all right. It's pure luck, of course, but try convincin him. "Frame of Mind," he says. "Just believe you can do a thing, and you'll do it." "Any thing?" I asked. "Some day your luck will run out. Then see what good your Frame of Min will do," I said.

Believe me, I am not just being a smart alec. It so happens that I have actually trie Frame of Mind myself. The first time was the year I went all out to pass the civics final. **I ha to go all out**, on account of I had not cracked a book all year. I really crammed, and all th time I was cramming I was concentrating on Frame of Mind. Just believe you can do a thing – sure. I made the lowest score in the history of Franklin High. "Thirty-three percent," I said showing my father the report card. "There's your Frame of Mind for you." He put it on th table without looking at it. "You have to reach a certain age and understanding," he explained "That's the key to Frame of Mind." "Yeah? What does a guy do in the meantime?" "Mayb you should study. Some kids learn a lot that way."

That was my first experience with Frame of Mind. My latest one was for a promotion a the Austin Clothing Store. Jim Watson had a slightly better sales record and was more knowl edgeable and skillful. Me, I had Frame of Mind. Jim Watson got the job. Did this convinc my father? It did not. To convince him, something had to happen. To him, I mean. Somethin did happen, too, at the Austin Clothing Store. My father works there, too. What happened wa that Mr Austin paid good money for a clever Easter window display. It's all set up and we'r about to draw the curtain when we discover the display lights won't work. I can see Mr Aus tin growing pale. He is thinking of the customers that could go right by his store in the time i will take him to get hold of an electrician.

This is when my father comes on the scene. "Is something the matter?" he says. "Oh hello, Louis," Mr Austin says. He calls my father "Louis." Me, Joe Conklin – one of his bes salesmen – he hardly knows. My father, a stock clerk, he calls "Louis." Life isn't always fair "These darned lights won't work." "H'mm, I see," my father says. "Maybe I can be of ser vice." From inside his pocket comes a screwdriver. Mr Austin looks at him. "Can you help us Louis?" "No, he cannot," I volunteer. "You think he's Thomas Edison?" I don't intend to sa that. It just slips out. "Young man, I was addressing your father," Mr Austin says, giving me cold hard look. My father touches something with his screwdriver and the display lights g on.

What happened next was that the big safe in Mr Austin's office got jammed shut with al our paychecks in it. From nowhere comes my father. "Is something the matter?" he says. "Th safe, Louis," Mr Austin is saying. "It won't open, I was going to send for you." "H'mm, see," my father says. "Can you help us, Louis?" Mr Austin inquires. I start to say he cannot but I stop myself. If my father wants to be a clown, that's his business. "What is the combina tion of this safe?" my father says. Mr Austin whispers the combination in my father's ear Armed with the combination, he starts twirling the knob. I can't believe it: grown men an women standing hypnotized, expecting that safe door to open. And while they stand there, th safe door opens.

"Go ahead, say it was luck, my opening the safe today," my father says. "OK," I reply Then I tell him what I saw in the faces of those people in Mr Austin's office: confidence an trust and respect. "The key to Frame of Mind is you have to use it to give support to thos who need it when there's no one else to save the situation. Otherwise it will not work."

A15 The narrator thought that his father

1) believed that he was the luckiest man in the world.
2) was a knowledgeable and highly qualified man.
3) succeeded in almost everything he did.
4) didn't mind being called a lucky man.

A16 In paragraph 2 "I had to go all out" means that the narrator had to

1) take the civics examination one more time.
2) take the civics examination in a different school.
3) try as hard as he could to prepare for the exam.
4) find somebody to help him pass the exam.

A17 They didn't promote the narrator because he had

1) proved less successful than Jim.
2) sold few records.
3) no Frame of Mind.
4) not reached the promotion age.

A18 Mr Austin was in despair because

1) the curtain wouldn't draw open.
2) he couldn't find an electrician.
3) the display had cost him a lot of money.
4) he was likely to lose some customers.

A19 When Mr Austin called the narrator's father "Louis" the young man felt

1) proud of his Dad.
2) hopeful of his Dad.
3) jealous of his Dad.
4) sorry for his Dad.

A20 The narrator was sure that

1) his Dad would open the safe.
2) his Dad knew nothing about safes.
3) Mr. Austin wanted to make fun of his Dad.
4) Mr. Austin had sent for his Dad to open the safe.

A21 According to Louis' words, Frame of Mind worked if one was

1) an expert in many fields.
2) ready to help other people.
3) a lucky person.
4) respectful and trustful.

Задание 9

Рекомендуемое время на выполнение этого задания – 15 минут.

*Прочитайте текст и выполните задания **A8 – A14**, обводя цифру **1, 2, 3** или **4**, соответствующую номеру выбранного вами варианта ответа.*

I had first become acquainted with my Italian friend by meeting him at certain great houses where he taught his own language and I taught drawing. All I then knew of the history of his life was that he had left Italy for political reasons; and that he had been for many years respectably established in London as a teacher.

Without being actually a dwarf – for he was perfectly well-proportioned from head to foot – Pesca was, I think, the smallest human being I ever saw. Remarkable anywhere, by his personal appearance, he was still further distinguished among the mankind by the eccentricity of his character. The ruling idea of Peska's life now was to show his gratitude to the country that had given him a shelter by doing his utmost to turn himself into an Englishman. The Professor aspired to become an Englishman in his habits and amusements, as well as in his personal appearance. Finding us distinguished, as a nation, by our love of athletic exercises, the little man, devoted himself to all our English sports and pastimes, firmly persuaded that he could adopt our national amusements by an effort of will the same way as he had adopted our national gaiters and our national white hat.

I had seen him risk his limbs blindly unlike others at a fox-hunt and in a cricket field; and soon afterwards I saw him risk his life, just as blindly, in the sea at Brighton. We had met there accidentally, and were bathing together. If we had been engaged in any exercise peculiar to my own nation I should, of course, have looked after Pesca carefully; but as foreigners are generally quite as well able to take care of themselves in the water as Englishmen, it never occurred to me that the art of swimming might merely add one more to the list of manly exercises which the Professor believed that he could learn on the spot. Soon after we had both struck out from shore, I stopped, finding my friend did not follow me, and turned round to look for him. To my horror and amazement, I saw nothing between me and the beach but two little white arms which struggled for an instant above the surface of the water, and then disappeared from view. When I dived for him, the poor little man was lying quietly at the bottom, looking smaller than I had ever seen him look before.

When he had thoroughly recovered himself, his warm Southern nature broke through all artificial English restraints in a moment. He overwhelmed me with the wildest expressions of affection and in his exaggerated Italian way declared that he should never be happy again until he rendered me some service which I might remember to the end of my days.

Little did I think then – little did I think afterwards – that the opportunity of serving me was soon to come; that he was eager to seize it on the instant; and that by so doing he was to turn the whole current of my existence into a new channel. Yet so it was. If I had not dived for Professor Pesca when he lay under water, I should never, perhaps, have heard even the name of the woman, who now directs the purpose of my life.

A14 Peska taught

1) drawing.
2) Italian.
3) English.
4) politics.

A15 Peska impressed people by being

1) well-built.
2) well-mannered.
3) strange.
4) ill-mannered.

A16 Peska tried to become a true Englishman because he

1) was thankful to the country that had adopted him.
2) enjoyed Englishman's pastimes and amusements.
3) loved the way the English did athletic exercises.
4) was fond of the eccentric fashions of the English.

A17 '….risk his limbs blindly' means Peska

1) didn't look where he went.
2) was unaware of danger from others.
3) caused a problem for others.
4) acted rather thoughtlessly.

A18 The author didn't look after Peska carefully because

1) they both had been engaged in the peculiar English exercise.
2) foreigners were generally bathing not far from the shore.
3) the author was sure that Peska would learn to swim on the spot.
4) the author was sure that Peska was a very good swimmer.

A19 Peska wanted to do the author some favour as

1) it was in his warm nature.
2) the author had saved his life.
3) the author was his best friend.
4) he wanted to look English.

A20 Peska managed to

1) change the author's 's life completely.
2) become English to the core.
3) meet a woman who later directed his life.
4) turn his existence into a new channel.

Задание 10

*Прочитайте текст и выполните задания **A15 – A21**, обводя цифру **1, 2, 3** или **4**, соответствующую номеру выбранного вами варианта ответа.*

My friendship with Kathy wasn't a perfect friendship. I learned very soon in our relationship that Kathy was jealous. We would have great fun going out shopping but if I bought, say, a dress for a party and she thought my dress was better than hers, she would start to say slightly unkind things about it. She would be keen to come out with me to buy the dress. She would give me a lot of helpful advice while I was trying on the various dresses in the shops. Her advice would be good. She would even tell the shop assistant if she thought the price was too high. I can remember one occasion when she said this and, to my surprise, they knocked the price down so that I could afford to buy it. The trouble would come later. When we were actually going to the party and we were both dressed up and she was looking marvellous (for she was very beautiful) she would suddenly say, "I think, Sarah, we were both wrong about that dress. It looks a bit cheap, doesn't it!"

Once or twice I "dropped" Kathy. I told her I was too busy to see her. Or I told her I had to see another friend. All these lies hurt me because I had no other friend and I was so lonely. But they never hurt her. She just smiled sweetly and said she'd see me next week. And of course, within a week or so, I'd be on the phone asking her to come out. She never minded this. She never sulked at me and pretended that she was too busy.

Students always celebrated the end of the college year with a fancy-dress ball. It was a big event. But as luck would have it, Kathy and I had made another arrangements for the day of the ball. We had booked to go to the theatre. We had talked for ages of going, and at last we had our tickets. For us it was a big event. It was a musical and our favourite singer star was in it, so our hearts were set on the theatre.

Then Kathy came round to see me. Mother was in at the time, and I had to speak to her on the doorstep because Mum had just been having a go at me for seeing too much of Kathy.

"I don't want that girl coming in this house and nosing around." So I told Kathy I couldn't invite her in because my Mum had a bad headache.

Kathy didn't mind. She smiled and said she was sorry about my mother's bad head. I was sure she knew what had really happened.

But she carried on smiling, and then she said: "I'm sorry, but I can't come to the theatre with you after all. My brother's come home and he wants to take me to the fancy-dress ball at the college. I can't let him down." I couldn't believe that she would let me down. She knew how much I had looked forward to the theatre trip. We had talked about it together for months.

I was almost in tears by the time I had said goodbye to her and closed the door. My Mum was kind and understanding. She made me promise I would never see Kathy again. I agreed, and felt that was the least I could do by way of revenge for my disappointment. I told myself that I would never so much as talk to Kathy if I saw her. Our relationship was at an end. I would never forget what she had done to me.

A15 When Sarah says that Kathy was jealous she implies that Kathy didn't like it when Sarah

1) had fun going out.
2) managed to buy the dress cheaply.
3) wore expensive clothes.
4) wore clothes smarter than her own.

A16 When Sarah was buying a dress in a shop Kathy would

1) start to say slightly unkind things about it.
2) do her best to ensure that Sarah made the best buy.
3) insist that Sarah should buy a cheap dress.
4) be keen to buy a marvellous dress for herself.

A17 When Sarah tried to "drop" her, Kathy

1) pretended to be busy.
2) went to see another friend.
3) felt hurt and lonely.
4) always took it easy.

A18 "But as luck would have it" in paragraph 3 means Kathy and Sarah

1) had the luck to get the tickets for the musical.
2) were happy to have made arrangements for the ball.
3) were looking forward to hearing their favourite singer.
4) had by chance two events on the same day.

A19 Sarah couldn't invite Kathy to come in because

1) their house was in a mess.
2) her mother was suffering from a bad headache.
3) her mother disapproved of her daughter's friend.
4) Kathy had come to their house to nose around.

A20 Kathy said she didn't mind speaking to Sarah on the doorstep because she

1) didn't want to make Sarah feel uncomfortable.
2) believed that Sarah's Mum had a headache.
3) did not want anyone to overhear them talking.
4) was in a hurry to see her brother.

A21 Sarah decided not to see Kathy again because

1) her mother forbade her.
2) she couldn't forgive Kathy.
3) her mother was disappointed.
4) she wanted to revenge for her mother.

Задание 11

Рекомендуемое время на выполнение этого задания – 15 минут.

*Прочитайте текст и выполните задания **A1 – A7**, обводя цифру **1, 2, 3** или **4**, соответствующую номеру выбранного вами варианта ответа.*

The London Marathon celebrates its 23rd birthday. That is 23 years of stresses and strains, blisters and sore bits, and incredible tales. Somehow, yours truly has managed to run four of them. And I have medals to prove it. It seemed like a good idea at the time. I watched the inaugural London Marathon on March 29th, 1981. It seemed extraordinary that normal people would want to run 26 miles and 385 yards. And, it must be said, they looked strange and not quite steady at the end of it all. There are, indeed, terrible tales of people losing consciousness by the time they reach that glorious finishing line. But I was captivated. I knew I had to do it.

Three years later I was living in London, not far from Greenwich where the event begins, and it seemed the perfect opportunity to give it a go. I was only a short train ride from the starting line, but more than 26 miles from the finish. "Who cares?" I thought. **By the end I did.** The moment I crossed that finishing line, and had that medal placed around my neck, was one of the finest in my life. The sense of achievement was immense. It was a mad thing to do, and ultimately pointless. But knowing that I'd run a Marathon – that most historic of all distant races – felt incredible.

London provides one of the easiest of all the officially sanctioned marathons because most of it is flat. Yes, there are the cobblestones while running through the Tower of London, and there are the quiet patches where crowds are thin and you are crying out for some encouragement – those things matter to the alleged "fun" runners like myself, the serious runners don't think of such things.

This year London will attract unprecedented number of athletes, a lot of title holders among them. It is set to witness what is probably **the greatest field ever for a marathon**. In the men's race, for example, among numerous applicants there's the holder of the world's best time, Khalid Khannouchi of the USA; the defending champion El Mouriz of Morocco; Ethiopia's Olympic bronze-medallist Tesfaye Tola. And, making his marathon debut, is one of the finest long distance runners of all time Haile Gebrselassie.

Since 1981, almost half a million people have completed the London Marathon, raising more than $125 million for charity. For the majority of the runners, this is what it is all about. It is for charity, for fun, for self-development. It is a wonderful day. I have run it with poor training, with proper training. And I have always loved it. It's crazy, and it's one of the greatest things I've ever done. If you want to feel as though you've achieved something, run a marathon.

A14 Participation in the London Marathon resulted for the author in

1) stresses and strains.
2) blisters and sore bits.
3) memorable medals.
4) incredible tales.

A15 When the author watched the end of the first marathon he saw people who were

1) extraordinary steady.
2) feeling weak and exhausted.
3) losing consciousness.
4) having a glorious time.

A16 The reason for the author's participation in the marathon was the fact that he

1) was fascinated by it.
2) lived not far from its finishing line.
3) wanted to receive a medal.
4) wanted to do something incredible.

A17 "By the end I did" means that the author

1) found the distance suitable.
2) found the distance challenging.
3) decided to take part in the marathon.
4) eventually took a train to the finish.

A18 According to the author, the London Marathon is one of the easiest because

1) it goes through the Tower of London.
2) there are quiet patches without crowds.
3) many "fun" runners participate in it.
4) its course does not slope up or down.

A19 "… the greatest field ever for a marathon" means that the marathon

1) will take place on a big field.
2) is to be run by the famous runners only.
3) will be witnessed by more people.
4) will welcome a huge number of sportsmen.

A20 According to the author, one should run the London Marathon to

1) raise money for charity.
2) get some training.
3) feel self-fulfillment.
4) have fun in a crazy way.

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

Раздел «ГРАММАТИКА И ЛЕКСИКА»

Задание 1

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

Where did the Olympic Games come from?

There are many different stories about the beginning of the Olympics. One myth says that Zeus himself started the Games.

B4 Athletic games _____ as an important part of many religious festivals in ancient Greek culture. HOLD

B5 Olympia was one of the _____ religious centers in the ancient Greek world. OLD

B6 The _____ sight at Olympia was the gold and ivory statue of Zeus. IMPRESSIVE

B7 The statue was one of the Seven Wonders of the Ancient World. This explains why Olympia _____ as the site for the most important athletic competition. CHOOSE

Some athletes travelled hundreds of miles, from colonies. These colonies were as far away as modern Spain, Egypt, Ukraine and Turkey. Any free-born Greek (a man or a boy)

B8 _____ take part in the Olympics. CAN

B9 _____ did not compete, they were also barred from attending the games, under penalty of death. Unmarried girls were allowed to attend. WOMAN

B10 Unlike the modern Olympics, judges _____ from all over the world, but were drawn from Elis, the local region which included Olympia. COME

Задание 2

*Прочитайте приведенный ниже текст. Преобразуйте слова, напечатан ные заглавными буквами после номеров **B4 – B11** так, чтобы они грамма тически соответствовали содержанию текста. Заполните пропуски полу ченными словами. Каждый пропуск соответствует отдельному задани из группы **B4 – B11**.*

Albert Einstein, a Nobel Prize Winner in Physics

B4	Albert Einstein was bortn on March 14, 1879, in Ulm, Germany. His interest in science _____ when he was only five years old.	BEGIN
B5	His father gave him a magnetic compass. Looking at it, the young Albert wanted to know why the needle _____.	MOVE
B6	In 1902, after graduating from the university, Einstein took a job in the Swiss Patent Office in Bern. In 1909, at the age of thirty, Einstein _____ his job at the Patent Office and began his lifelong career in the academic world.	LEAVE
B7	His genius was recognized, and in 1921 he _____the Nobel Prize in physics.	GIVE
B8	In 1933, when Adolf Hitler came into power, Einstein and his _____ wife moved to the USA.	TWO
B9	He _____ a professor at Princeton University where he remained until his death in 1955.	BECOME
B10	Shortly before his death he wrote and signed the Russell-Einstein Manifesto, _____the people of the world about the danger of nuclear catastrophe. Albert Einstein is remembered as the scientist in the world. His theories have changed science forever.	WARN
B11	It is generally thought that Albert Einstein is the greatest theoretical physicist who ever _____.	LIVE

Задание 3

*Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров **B10 – B17**так,чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B10 -B17.***

Meeting a Stranger

B10	I was coming home at about three o'clock on a black winter night, when suddenly I saw two people. The _____ was a short man who	ONE
B11	_____ along the street,	WALK
B12	and the _____ was a little girl	TWO
B13	who _____ as fast as she could.	RUN
B14	Well, the two crashed into each other and the child _____ down.	FALL
B15	But the man calmly walked on and left the _____ child on the ground.	CRY
B16	I ran after the man and brought _____ back. There was already a small crowd around the child.	HE
B17	The man was perfectly cool, but he gave me a very cruel look, which _____ me feel sick. The child's family then arrived, and also the doctor. I had taken a violent dislike to the short man. So had the child's family – that was only natural.	MAKE

Задание 4

*Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные загл ными буквами после номеров **B1 – B8** так, чтобы они грамматически соответст вали содержанию текста. Заполните пропуски полученными словами. Каждый п пуск соответствует отдельному заданию из группы **B1 -B8.***

A Night Visit

B1	"Please, sir, can you come with me and see for yourself?" said the servant. At once Mr Utterson put on his coat. He quickly made his way to his _____ house.	FRIEND
B2	Untidy, grey clouds _____ past a white moon.	SAIL
B3	When he _____ the square, there was a strong wind.	REACH
B4	He entered a large hall. A good fire _____ there.	BURN
B5	The room was full of people - every servant in the house was there. They looked like a crowd of _____ children.	FRIGHTEN
B6	"What's all this?" said Mr Utterson. "What are you all doing here? Your master would not be pleased." No one _____.	SPEAK
B7	A little servant girl began _____ "Quiet! Now we'll finish this business at once," said one of the servants.	CRY
B8	"Mr Utterson, sir, please follow _____," he said. He led the way across the back garden towards the laboratory.	I

Задание 5

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

Albert Schweitzer, a Nobel Peace Prize Winner

B4 Albert Schweitzer is known throughout the world for his missionary work in Africa. He was born on January 14, 1875 in Alsace, which was part of Germany and _____ Part of France after World War I. LATE

B5 He was a talented person. By the age of thirty, he _____ as an author, a lecturer, and a musician. KNOW

B6 It was at this time that he learned of the great need of medical doctors in Africa. He decided to become a doctor of medicine. In 1913, Doctor Schweitzer and his wife _____ for Africa. LEAVE

B7 The morning after the Schweitzers arrived, they started to treat their patients in an old farmhouse. However, a new hospital building _____ with the help and the trust of the African people. BUILD

B8 Their work was interrupted by World War I. Only in 1924, Dr. Schweitzer was finally able to return to Lambarene to rebuild the hospital. When Mrs. Schweitzer came back to Africa in 1929, the hospital was much _____. LARGE

B9 In 1953 Dr. Schweitzer _____ the Nobel Peace Prize. GIVE

B10 He was grateful, but said, "No man has the right to pretend that he _____ enough for the cause of peace or declare himself satisfied." WORK

Задание 6

*Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров **B12 – B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B12 – B18**.*

The King's New Dress

B12	Many years ago, there was a King who spent all his time and money on dressing up. He loved riding round in his _____ garments so that everybody could see him.	EXPENSE
B13	His wardrobes contained clothes of _____ patterns and designs.	DIFFER
B14	One day two _____ men appeared at the palace and said they could make beautiful clothes which had magical properties.	HONEST
B15	Only clever people would be able to see them - but they would be _____ to anyone who was stupid or not good at their job.	VISIBLE
B16	The King thought this was an excellent opportunity to find out who was wise and who was foolish in his _____.	KING
B17	The two men were given gold and silver thread and two _____ weaving machines and they started to work.	WONDER
B18	After several weeks the King decided to send an old and honest minister, who was _____ clever and good at his job, to visit the two men. Can you guess what he saw?	CERTAIN

*Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров **B12 – B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B12 – B18**.*

Tourism in Britain

B12	Every year more than eleven million tourists visit Britain. In fact, tourism is an _____ industry, employing thousands of people.	IMPORTANCE
B13	Most _____ come in the summer months when they can expect good weather.	VISIT
B14	Tourists _____ spend a few days in London, then go on to other well-known cities.	USUAL
B15	Perhaps the least visited places in England are old _____ towns.	INDUSTRY
B16	But many people think that the nineteenth-century cities show the _____ of Britain.	REAL
B17	The _____ of the past is to be still seen in their old streets.	GREAT
B18	The cheap, concrete buildings of the 1960s look old and dirty, but for the _____ tourists these cities are full of life and colour.	ADVENTURE

Задание 8

*Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров **B4 – B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 – B10**.*

The History of Man

B4	How long has man been on earth? Let us travel 5,000 years into the past. We are in the days before man _____ to write.	LEARN
B5	Recorded history _____ yet.	NOT BEGIN
B6	Let us go _____ into the past to 8,000 years ago. We are in a world without cities or towns, houses or roads.	FAR
B7	Yet there are people, about five million of them, _____ on all five continents.	LIVE
B8	They have cows and horses and they _____ the land.	FARM
B9	To find the _____ man we must go many hundreds of thousands of years into the past.	ONE
B10	The _____ true human being, *Homo sapiens*, appeared in Europe more than 50,000 years ago.	EARLY

Задание 9

*Прочитайте приведённый ниже текст. Преобразуйте 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**.*

Arbor Day and Earth Day

B11 The first Arbor Day took place in April, 1872 in Nebraska. It was the brainchild of Julius Sterling Morton (1832-1902), a Nebraska journalist and _____ originally from Michigan. POLITICS

B12 When he became a member of Nebraska's state board of agriculture, he proposed that a special day be set aside dedicated to tree planting and increasing _____ of the importance of trees. Nebraska's first Arbor Day was an amazing success. More than one million trees were planted. AWARE

B13 On April 22, 1970, Arbor Day _____ were modified to emphasize the critical importance of the environment. ACTIVE

B14 It was a time when cities were buried under their own smog and polluted rivers caught fire. Earth Day was created to remind people of their _____ to protect the planet. RESPONSIBLE

B15 Now Earth Day is celebrated _____ around the globe. ANNUAL

B16 What started as a day of national environmental recognition has evolved into a worldwide campaign to protect our _____ environment. GLOBE

Задание 10

*Прочитайте текст с пропусками, обозначенными номерами **A21 – A28**. Эти номе соответствуют заданиям **A21 – A28**, в которых представлены возможные вариа ты ответов. Обведите номер выбранного вами варианта ответа.*

Your Future World

What will you be doing in 2025? Will you be living in an undersea research stati Will you be the chief engineer **A21** _____ a bridge across the Atlantic Ocean? Will you leading an **A22** _____ to the planet Mars? Will you be …?

You can daydream, of course, but nobody knows exactly what the world will **A23** _____. But scientists have made some guesses.

Based on the advances made, they believe people will be healthier. Diphtheria, laria, tuberculosis, polio and many other killers are under control now. These diseases are the way out, **A24** _____ to germ-killing chemicals, new ways of finding out about our b ies, and new ways of providing clean, safe **A25** _____ water.

Healthier people live longer, so we can expect the world's population to **A26** ___ sharply. It may double in the next forty years! This brings up a serious problem: how will find food, water, and minerals for such a huge population?

Scientists are at work on some **A27** _____. From the ocean they hope to get new tilizers to increase the yield of the soil; new chemicals to kill crop-destroying insects with **A28** _____ other animals, new sources of water or supplies of food.

A21	1) inventing	2) designing	3) scheming	4) doing
A22	1) exploration	2) expenditure	3) expedition	4) exhibit
A23	1) like	2) alike	3) likely	4) likable
A24	1) as a result	2) because	3) on account	4) thanks
A25	1) eat	2) feed	3) food	4) cooking
A26	1) decrease	2) distract	3) dissolve	4) increase
A27	1) solutions	2) alternatives	3) preferences	4) questions
A28	1) hurting	2) harming	3) injuring	4) wounding

Задание 11

*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.*

'It's Only Me'

After her husband had gone to work, Mrs Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, because in the evening she would be going to a fancy dress **A22** _____ with her husband. She intended to dress up as a ghost and she had made her costume the night before. Now she was **A23** _____ to try it on. Though the costume consisted only of a sheet, it was very effective. Mrs Richards put it **A24** _____, looked in the mirror, smiled and went downstairs. She wanted to find out whether it would be **A25** _____ to wear.

Just as Mrs Richards was entering the dining-room, there was a **A26** _____ on the front door. She knew that it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to **A27** _____ the poor man, Mrs Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to **A28** _____ the situation, saying 'It's only me', but it was too late. The man let out a cry and jumped back several paces. When Mrs Richards walked towards him, he ran away, slamming the door behind him.

A22	1) show	2) performance	3) party	4) programme
A23	1) nervous	2) restless	3) ill at ease	4) impatient
A24	1) up	2) on	3) over	4) down
A25	1) attractive	2) exciting	3) comfortable	4) cozy
A26	1) knock	2) kick	3) hit	4) crash
A27	1) fear	2) worry	3) disturb	4) frighten
A28	1) describe	2) explain	3) interpret	4) clear

Задание 12

*Прочитайте текст с пропусками, обозначенными номерами **A22 – A28**. Эти номер соответствуют заданиям **A22 – A28**, в которых представлены возможные вариант 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 stoppe at a **A22** _____ agency and reserved a suite on the Signal Deck of *the Queen Elizabeth* 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 sh **A23** _____ at Pier 90, where *the Queen Elizabeth II* was docked, it was crowded with ph tographers and television reporters, and for a moment Tracy was panic stricken. Then she re alized they were interviewing the two men posturing at the foot of the gangplank. The mem bers of the crew were helping the passengers with their luggage. On deck, a steward looked a Tracy's ticket and **A24** _____ her to her stateroom. It was a lovely suite with a private ter race. 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 fare well parties going on, with laughter and champagne and conversation. She felt a sudden ach of loneliness. There was no one to see her **A26** _____, no one for her to care about, and n 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 sh stood **A27** _____ the passengers on the boat deck, watching the Statue of Liberty slide out o **A28** _____, and then she went exploring.

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

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

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

Задание 1

C1 You have 20 minutes to do this task.

This is part of a letter from your English-speaking pen-friend Ann who writes

... One of my friends has recently been invited to spend a couple of weeks in Moscow this summer and it's going to be his first time coming here. What places of interest and historical attractions would you recommend for him to see? What are your favourite ones?
I'm sure there are a lot of lovely places here to spend a night out. Where should he go first?
By the way, he is fond of sports...

Write a letter to Ann.
In your letter
- give advice where to go in Moscow
- ask 3 questions about a favourite sport of Ann's friend

Write **100 – 140 words.**
Remember the rules of letter writing.

Задание 2

C1 Personal Letter
You have 20 minutes to do this task.

You have received a letter from your English pen friend Steve who writes:

... At school we are doing projects on reading habits of people in different countries. Could you tell me what kind of books you and members of your family like reading?
As for the family news my sister got married last week...

Write a letter to Steve.
In your letter
- tell him about the kind of books you and your relatives like to read
- ask **3 questions** about his sister's husband

Write **100 – 140 words.**
Remember the rules of letter writing.

Задание 3

C1

Personal Letter
You have 20 minutes to do this task.

You have received a letter from your English pen friend Alan who writes:

> … Last week *our school orchestra gave a concert to parents which was a success. I took part in it too as I play the drum, you know. Do you play any musical instruments?*
> *What kind of music do you like? What is your favourite group or singer?*
> *Hope to hear from you soon.*
>
> *Best wishes,*
> *Alan*

Write a letter to Alan and answer his questions.

Write **100 – 140 words.**
Remember the rules of letter writing.

Задание 4

C2

You have 40 minutes to do this task.
Comment on the following statement.

When cinema was invented some people predicted that theatre would not last very long but it still exists, attracts large audiences and is not likely to disappear.

What can you say for and against theatre?

Write **200 – 250 words.**

Use the following plan:
- give a general statement of the problem
- outline the points FOR
- outline the points AGAINST
- draw a conclusion weighing up the points outlined

Задание 5

C2

You have 40 minutes to do this task.
Comment on the following statement.

In the hectic world of today, people are searching for more ways of keeping fit and healthy. Some people prefer to go on some exotic diets. However, some experts are against this.

What can you say for and against going on a diet?

Write **200 – 250 words.**

Use the following plan:
- give a general statement of the problem
- outline the points FOR
- outline the points AGAINST
- draw a conclusion weighing up the points outlined

Задание 6

C2

You have 40 minutes to do this task.
Comment on the following statement.

According to a number of surveys people watch TV too much, which has a negative effect on their health.

Do you share this point of view?

Write **200-250 words.**

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

Задание 7

C2

You have 40 minutes to do this task.
Comment on the following statement.

My parents say the way they lived in the past was much quieter. However, I believe that young people are given a lot more life opportunities nowadays.

What is your opinion? Which way of life will be more satisfying for future generations?

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

Раздел «ГОВОРЕНИЕ»

«Тематическое монологическое высказывание»

Задание 1[1]

C3

STUDENT CARD
Task 1 (3 – 3.5 minutes)
Give a 2 – 2.5-minute talk **on television.**

- what your favourite programme is, why
- what other programmes teenagers like watching, why
- if there should be commercials on TV, why/why not
- what the disadvantages of watching too much television are, why

You have to talk **for 2 – 2.5 minutes**. The examiner **will listen until you have finished**. Then s/he will ask you some questions.

Задание 2

C3

STUDENT CARD
Task 1 (3 – 3.5 minutes)

Give a 2-minute talk on **weather and seasons.**

Remember to say:

- **what season you are fond of, and why**
- **what kind of weather is best for study and work, and why**
- **what clothes you like wearing, and why**
- **what the weather is like today**

You will have to talk for **1.5 - 2 minutes.** The examiner will **listen until you have finished**. Then she/he will ask you some questions.

[1] См. все карточки экзаменатора-собеседника, которые являются составной частью заданий устной части экзамена и выдаются только экзаменатору, после всех заданий для экзаменуемого

Задание 3

C3

STUDENT CARD

Task 1 (3 – 3.5 minutes)

Give a talk about **the city / town / village you live in.**

Remember to speak about:

- its geographical position
- the weather in autumn, winter, spring and summer
- the things that you like most about the place you live in and why
- the things that you dislike about the place and why

You will have to talk for **2 – 2,5 minutes.** The examiner will **listen until you have finished**. Then she \ he will ask you some questions.

«Диалог с целью обмена оценочной информацией»

Задание 4

C4

Task 2 (3 – 4 minutes)

Your classmate has a birthday soon so his friends agreed to give him a surprise birthday party. Discuss with your friend where to organize it. You can choose from:

- **your home**
- **your friend's place**
- **a café**
- **a disco club**

You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss all the options
- be polite when agreeing /disagreeing with your friend
- take an active part in the conversation:
  - **explain** the situation
  - **come up** with ideas
  - give **good reasons**
  - find out **your friend's attitudes** and take them into account
  - **invite** your friend **to come up with suggestions**
- come to **an agreement**

Задание 5

C4

STUDENT CARD
Task 2 (3 – 4 minutes)

Your school will soon celebrate its 10th anniversary and is planning **to organize an event**. Discuss with your classmate what your class **could do** for your parents and other guests. You have to choose **one event only**:

- **arranging an exhibition of handicrafts**
- **making a wall newspaper**
- **putting on a play or a show**
- **holding an auction**

You begin the conversation. The examiner will play the part of your classmate.

Remember to:

- discuss **all** the options
- be **polite**
- take an **active part** in the conversation:
  - explain the situation
  - **come up** with your ideas
  - give **good reasons**
  - find out your **friend's attitudes** and take them into account
  - **invite** your friend to **come up with suggestions**
- come to **an agreement**

Задание 6

C4

STUDENT CARD
Task 2 (3 – 4 minutes)
Your school authorities are planning to introduce the following changes:

- **A new school uniform**
- **One hour lunch break**
- **One day off school to study on your own**
- **One more PE (Physical Education) class**

Discuss their strong and weak points with your friend and choose **the one both of you** think should be introduced **first.**
Y ou begin the conversation. The examiner will play the part of your friend.

Remember to:
- discuss **all** the options
- be **polite**
- take an **active part** in the conversation:
  - explain the situation
  - **come up** with your ideas
  - give **good reasons**
  - find out your **friend's attitudes** and take them into account
  - **invite** your friend to **come up with suggestions**
- come to **an agreement**

КАРТОЧКИ ЭКЗАМЕНАТОРА-СОБЕСЕДНИКА
(раздел «Говорение»)

«Тематическое монологическое высказывание»

Задание 1

Warm up

1. **Do you like going to school?**
2. **What are your favourite classes/subjects?**
3. **What do you like doing in your free time?**

INTERLOCUTOR CARD

Task 1 (3 – 3.5 min)

Let the student talk for **2 – 2.5 minutes.**
Ask only **those questions** which the student has not covered while giving a talk.

1. What is your favourite TV programme? Why?
2. What other TV programmes do teenagers like watching? Why?
3. Should there be commercials on TV? Why/Why not?
4. What are the disadvantages of watching too much television? Why?

All of these ideas must be covered.
Finally, you must ask **each student** the following question:

Would you like to take part in a TV talk show? Why/Why not?

SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- **speak at length elaborating on the topic;**
- **produce coherent utterances;**
- **give reasons;**
- **use accurate grammar structures and a good range of vocabulary appropriate to the context and function.**

Задание 2

INTERLOCUTOR CARD

Task 1 (3 – 3.5 minutes)

Let the student talk for **1.5 – 2 minutes.**
Ask only **those questions** which the student has not covered while giving the talk.

1. What season are you fond of? Why?
2. What kind of weather is best for study and work? Why?
3. What clothes do you like wearing? Why?
4. What is the weather like today?

All of these ideas must be covered.
Finally, you must ask **each student** the following question:

Would you like to have winter all the year round? Why / why not?

Задание 3

INTERLOCUTOR CARD

Task 1 (3 – 3.5 minutes)

Let the student talk for **2–2.5 minutes.**
Ask only **those questions** which the student has not covered while giving the talk.

1. Where is the city town village you live in situated?
2. What can you say about the weather in autumn, winter, spring and summer?
3. What do you like most about the place you live in and why? What can you do there?
4. What do you not like about the place you live in? Why?

All of these ideas must be covered.
Finally, you must ask **each student** the following question:

If the student lives in **a city / town,** ask her / him:

Would you like to live in a village? Why / Why not?

If the student lives in **a village,** ask her / him:

Would you like to live in a city? Why? / Why not?

«Диалог с целью обмена оценочной информацией»

Задание 4

C4 INTERLOCUTOR CARD
Task 2 (3 – 4 minutes)

You and the student are discussing where to organize the surprise birthday party your classmate.
These are your ideas about each option:

	–	+
Your home	- I think it's better to celebrate his birthday at his place rather than at your place. - It may be inconvenient for your parents. - I guess it may be difficult to invite our friend to visit you on his birthday.	- You know, it's a wonderfu idea. We'll be able to prepar everything in secret. - I like the idea of organizin our dinner party ourselves. - We shouldn't miss the oppor tunity to see his surprise face.
Your friend's place	- It may be difficult to organize the party at his place without his learning about it. I don't think it's possible without his learning about it. - What if he guesses about the surprise? -	- It sounds terrific! It'll be fu to prepare the surprise se cretly at his place. - I like preparing the decora tions and music. - We may enjoy bringing eac a home-made dish.
Café	- To be honest, I don't plan spending much money. - Cafés may be crowded and it is not fun to have many people around. - You know I just hate eating out.	- We may enjoy the easy an friendly environment of th place. It's a good way to re lax. - Why don't we order som cakes and tea and fruits. - We haven't been to this ne café in our district. I think i would be interesting to se what it is like there.
Disco club	- I don't feel like dancing. - I'd rather have a quiet talk in a café. - The music is usually too loud and it is noisy. I'm afraid we won't be able to relax.	- I like the atmosphere there it's so exciting. - We may try new soft drinks. - What about organizing dress-up party? It's a wonder ful chance to dance and pla games.

Note: Make sure **all the options** have been discussed.

When discussing each option, **first** use the information that is contrary to what student says. You may choose to make use of some ideas only.

Do not speak **first all the time** but ask the student what s/he thinks about the options. Invite the student to come up with her/his suggestions, especially if s/he readily agrees with the things you say. If the student says all the time, "What do you think about it?" without expressing her/his own opinion, say, "Sorry, I don't know." or "I'm not sure. How do you feel about it?"

SKILLS TO BE TESTED:

The student is expected to demonstrate her/his ability to

- **initiate and maintain conversation using politeness conventions by:**
  - **explaining the situation;**
  - **discussing all the options;**
  - **coming up with suggestions;**
  - **giving good reasons;**
  - **finding out her/his partner's attitudes;**
  - **inviting the partner to come up with suggestions;**
  - **agreeing or disagreeing with her/his partner's opinion;**
- **reach an agreement taking into account the partner's attitudes**

Задание 5

INTERLOCUTOR CARD

Task 3 (3 - 4 minutes)

You are discussing what your class **could arrange** for your parents and other guests **for the celebration** of the 10th anniversary of your school.
The student begins the conversation. This is what you think about each option:

	–	+
Exhibition of handicrafts	- It might take a lot of time to make and then arrange all these things for the exhibition. - Not many of us are keen on handicrafts nowadays. - Our guests might soon feel bored walking from one exhibit to another.	- We could involve a lot of students of different grades in the preparations. - At the end we could present all our guests with these things and they'll always remind them of the visit to our school. - We could invite TV people and become local TV stars.
Wall newspaper	- Parents are not likely to be interested in reading a newspaper. - It would mean a lot of writing and drawing and I'm tired of doing it during the academic year. - It's too conventional.	- We could place our photos as babies and arrange a competition: "Who recognizes his kid first?" - We could also put our parents' photos as small children and organize another "guessing game". It could be really funny. - We could place the requests to our parents for better understanding between us in difficult situations.
Putting on a play or a show	- It would mean a lot of preparation work, including rehearsals. We are too busy now for that. - There are not many people in our class who could become actors and actresses.	- We could choose some modern play and ask our parents to participate in it together with us. - We could stage a musical. Everyone enjoys this kind of show.
Auction	- Our guests might not like the idea of spending money. - I don't like the very idea of selling. - It will be a one-man show, but we want a lot of our classmates to be involved.	- We could sell our old school things (for example, old record books or copybooks), which have become history, and do it for a symbolic price. - We could use the money to buy some equipment our school doesn't have. - Auctions are usually fun.

Do not speak **first all the time** but ask the student what s/he thinks about the options. Invite the student to come up with her/his suggestions, especially if s/he readily agrees with the things you say. If the student says all the time, "What do you think about it?" without expressing her/his own opinion, say, "Sorry, I don't know." or "I'm not sure. How do you feel about it?"

SKILLS TO BE TESTED:

The student is expected to demonstrate her/his ability to

- **initiate and maintain conversation using politeness conventions by:**
  - **explaining the situation;**
  - **discussing all the options;**
  - **coming up with suggestions;**
  - **giving good reasons;**
  - **finding out her/his partner's attitudes;**
  - **inviting the partner to come up with suggestions;**
  - **agreeing or disagreeing with her/his partner's opinion;**
- **reach an agreement taking into account the partner's attitudes**

Задание 6

INTERLOCUTOR CARD

Task 3 (3 – 4 minutes)

Your school authorities plan to introduce some changes. You are discussing their strong and weak points with your friend to choose the one both of you think should be introduced first. The student begins the conversation.

	–	+
New school uniform	- I don't like the idea of a school uniform. You get sick and tired of wearing the same clothes all the time. - Many students hate the uniform style, so a new design wouldn't make any difference. - It's an unpleasant feeling to be one of hundreds; you lose your individuality. - It would be a waste of money for those whose old uniform is still in good condition.	- A new uniform may look more stylish. **If the student is totally against the idea of wearing a uniform, use the following:** - I think it's good. It makes students more disciplined. - Those students whose parents cannot afford stylish clothes would feel more comfortable. - You wouldn't have to think about what to put on; the school uniform is always at hand.
One hour lunch break	- Classes would be over too late and we would get back home too tired. - We may not find much to do during such a long break. It may be a waste of time. - We may not be able to do our homework at lunch break because it may be too noisy and you can easily get distracted. - We may not be allowed to leave the school at lunch break.	- We may have time to go for a walk or just relax talking with friends. - We could do part of the homework and have more free time when we come back home. - Those who live close to school could have lunch at home.
One day off school to study on your own	- I do not think many students would be for it. We would have seven or eight classes a day. - We would have much more homework to do and would be completely exhausted by the weekend.	- We would have more time to do things we are really interested in. - We could have shorter breaks and we would not stay that long.
One more PE (Physical Education) class	- Classes are boring, we have to wait too long before we have a chance to practise any activity. - Many students don't enjoy sports; they'd rather do something different; it's much more fun to read a book or watch TV. - Some students are not good at sports; they don't feel comfortable when they can't handle things that others do quite easily.	- It's very good to have one more PE class a week because we would keep fit. - PE classes are sort of relaxation during a difficult day. - If we had one more PE class we would be able to do a greater variety of sports activities.

Do not speak **first all the time** but ask the student what s/he thinks about the options Invite the student to come up with her/his suggestions, especially if s/he readil agrees with the things you say. If the student says all the time, "What do you thin about it?" without expressing her/his own opinion, say, "Sorry, I don't know." c "I'm not sure. How do you feel about it?"

SKILLS TO BE TESTED:

The student is expected to demonstrate her/his ability to

- **initiate and maintain conversation using politeness conventions by:**
  - **explaining the situation;**
  - **discussing all the options;**
  - **coming up with suggestions;**
  - **giving good reasons;**
  - **finding out her/his partner's attitudes;**
  - **inviting the partner to come up with suggestions;**
  - **agreeing or disagreeing with her/his partner's opinion;**
- **reach an agreement taking into account the partner's attitudes**

ОТВЕТЫ К ТРЕНИРОВОЧНЫМ ЗАДАНИЯМ

Ответы к тренировочным заданиям по чтению

Задание 1	Задание 2	Задание 3	Задание 4	Задание 5	Задание 6	Задание 7
5183276	756124	431625	571632	365217	471523	426173

	A14	A15	A16	A17	A18	A19	A20	A21
Задание 8		3	3	1	4	3	2	2
Задание 9	2	3	1	4	4	2	1	
Задание 10		4	2	4	4	3	1	2
Задание 11	3	2	1	2	4	4	3	

Ответы к тренировочным заданиям по грамматике и лексике
(напомним, что в бланке ответов слова пишутся без пробелов между ними)

	Задание 1		Задание 2
B4	wereheld	**B4**	began
B5	oldest	**B5**	wasmoving<или>moved
B6	mostimpressive	**B6**	left
B7	waschosen	**B7**	wasgiven
B8	could	**B8**	second
B9	women	**B9**	became
B10	didnotcome<или>didn’tcome	**B10**	warning
		B11	haseverlived<или>haslived

	Задание 3		Задание 4
B10	first	**B1**	friend's
B11	waswalking	**B2**	weresailing<или>sailed
B12	second	**B3**	reached
B13	wasrunning	**B4**	wasburning
B14	fell	**B5**	frightened
B15	crying	**B6**	spoke<или>was speaking
B16	him	**B7**	to cry<или>crying
B17	made	**B8**	me

	Задание 5		Задание 6
B4	later	**B12**	expensive
B5	wasknown	**B13**	different
B6	left	**B14**	dishonest
B7	wasbuilt	**B15**	invisible
B8	larger	**B16**	kingdom
B9	wasgiven	**B17**	wonderful
B10	hasworked	**B18**	certainly

	Задание 7		Задание 8
B12	important	**B4**	learnt / learned
B13	visitors	**B5**	hasnotbegun / hasn'tbegun
B14	usually	**B6**	farther / further
B15	industrial	**B7**	living
B16	reality	**B8**	arefarming / farm
B17	greatness	**B9**	first
B18	adventurous	**B10**	earliest

	Задание 9
B11	politician
B12	awareness
B13	activities
B14	responsibility
B15	annually
B16	global

	A21	A22	A23	A24	A25	A26	A27	A28
Задание 10	2	3	1	4	3	4	1	2
Задание 11		3	4	2	3	1	4	2
Задание 12		3	2	4	3	2	1	3

ТРЕНИРОВОЧНЫЕ ВАРИАНТЫ ЕДИНОГО ГОСУДАРСТВЕННОГО ЭКЗАМЕНА 2011 г.*

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!

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* Тренировочные варианты составлены в соответствии с кодификатором элементов содержания и демонстрационным вариантом ЕГЭ 2009 г.
Кодификатор и демовариант 2009 г. см. на сайте www.fipi.ru

ВАРИАНТ 1

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.*

The speaker is mostly worried about

A. putting on weight.
B. possible financial problems.
C. being attacked in the street.
D. her/his family living far away.
E. keeping fit.
F. conflicts in her/his family.
G. getting a job.

Говорящий	1	2	3	4	5	6
Утверждение						

*Вы услышите разговор двух молодых людей. Определите, какие из приведенных 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 conversation takes place before a lecture at university.

1) True 2) False 3) Not stated

A2 Holly offers her notes to Carter.

1) True 2) False 3) Not stated

A3 Carter borrows the notes because he was absent from class.

1) True 2) False 3) Not stated

A4 The coffee shop Carter works in is in the town centre.

1) True 2) False 3) Not stated

A5 Holly invites Carter to work together.

1) True 2) False 3) Not stated

A6 Holly and Carter decide to meet in the library at six.

1) True 2) False 3) Not stated

A7 Holly and Carter find Professor Label's slide films boring.

1) True 2) False 3) Not stated

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

A8 Changes in Fred's lifestyle have brought

1) disappointment and depression.
2) additional duties and obligations.
3) serious financial difficulties.

A9 It was quite an experience for Fred

1) being involved in useful social work.
2) teaching a class of small children at school.
3) supervising the construction of a rehabilitation centre.

A10 Fred put in a great deal of effort to

1) overcome his depression.
2) explain to the instructors what he wanted.
3) handle the children properly.

A11 From what Fred says we can get the impression that he

1) has never made quick decisions.
2) has grown more stubborn.
3) has become a more mature adult.

A12 Before Fred started his own family

1) time seemed to be passing very quickly for him.
2) his life was deprived of warmth and love.
3) time was not of particular importance to him.

A13 Fred's new status in the family made him

1) do things he used to ignore.
2) give up all leisure-time activities.
3) be careful about taking on more responsibilities at work.

A14 Unlike some fathers, Fred can

1) sleep soundly no matter how loud the baby cries.
2) help his wife take care of the child at night.
3) have a nap at home in the daytime.

*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** буквы записываются без пробелов и знаков препинания.*

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. **Lucky escape**
2. **Long journey**
3. **Good way to meet**
4. **Growing in popularity**
5. **Ordering in**
6. **Fast food is unhealthy**
7. **A new way to buy**
8. **Too much choice**

A. When you are tired and don't want to cook, just pick up the phone. Restaurants are expensive and take some time and effort to reach if you don't live in the centre of town. Ordering food for home delivery is cheap and these days there is a huge choice. Indian and Chinese are the most popular but I prefer to get in a pizza.

B. A school group on a skiing holiday to Italy narrowly avoided disaster when their coach left the road and fell eighty meters into a valley. Trees slowed down the falling coach and because of the fresh new snow the vehicle landed quite softly. Amazingly no one was injured.

C. A teenager from London is making news around the world. On his recent holiday in Australia he set off without his mobile phone. Experts are amazed that he is still alive after walking for fourteen days, surviving extreme temperatures and living off the land. However, a lot of Australians are unhappy with him. The rescue cost is estimated at more than 100,000 dollars.

D. You can buy almost anything, new or second hand, on the internet. On one site you can offer the price you want to pay for something. Whoever offers the highest price can buy that item. Recently I made the highest offer for a nearly new pair of skis. However, I only paid half of what they would have cost new in a shop.

E. Making new friends on the internet makes so much sense. You can see someone's photo and read if they share your interests and opinions. The important thing is you can spend time getting to know people who are attractive to you and looking for the same things in life that you are. Still, for personal safety, most sites recommend that in person you meet initially in a public place like a cafe or a gallery.

F. I like eating out but some restaurants have huge menus. And usually every item sounds mouth watering. The trouble is I like to read about everything on offer and sometimes waiters wait for me rather than on me! The other issue is how they can offer so much whilst maintaining quality? I'd rather take one of five options knowing that each one was brilliant.

G. "Facebook" is a social networking website that has 250 million members and despite lots of criticism by employers, governments and media, continues to attract thousands of new users daily. In spite of claims of concerns about privacy, safety and wasting time at work, "Facebook" is one of the most rapidly establishing phenomena of recent years.

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.*

My Stage

My family moved to Rockaway, New Jersey in the summer of 1978. It was there that my dreams of stardom began.

I was nine years old. Heather Lambrix lived next door, and she and I became best friends. I thought she was *so* lucky **A** _____. She took tap and jazz and got to wear cool costumes with bright sequences and makeup and perform on stage. I went to all of her recitals and **B** _____.

My living room and sometimes the garage were *my* stage. I belonged to a cast of four, which consisted of Heather, my two younger sisters, Lisa and Faith, and I. Since I was the oldest and the bossiest, I was the director. Heather came with her own costumes **C** _____. We choreographed most of our dance numbers as we went along. Poor Faith … we would throw her around **D** _____. She was only about four or five … and so agile. We danced around in our bathing suits to audiocassettes and records from all the Broadway musicals. We'd put a small piece of plywood on the living room carpet, **E** _____. And I would imitate her in my sneakers on the linoleum in the hall. I was a dancer in the making.

My dad eventually converted a part of our basement into a small theater. He hung two "spotlights" and a sheet for a curtain. We performed dance numbers to tunes like "One" and "The Music and the Mirror" from A Chorus Line. I sang all the songs from Annie. I loved to sing, **F** _____. I just loved to sing. So I belted out songs like "Tomorrow", "Maybe" and "What I Did For Love." I knew then, this is what I wanted to do with my life.

1. like she was a rag doll
2. whether I was good at it or not
3. wished I, too, could be on stage
4. and I designed the rest
5. and I was star struck
6. so Heather could do her tap routine
7. because she got to go to dance lessons

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.*

Avoidance activity

I am in Birmingham, sitting in a café opposite a hairdresser's. I'm trying to find the courage to go in and book an appointment. I've been here three quarters of an hour and I am on my second large cappuccino. The table I'm sitting at has a wobble, so I've spilt some of the first cup and most of the second down the white trousers I was so proud of as I swanked in front of the mirror in my hotel room this morning.

I can see the hairdressers or stylists as they prefer to be called, as they work. There is a man with a ponytail who is perambulating around the salon, stopping now and then to frown and grab a bank of customer's hair. There are two girl stylists: one has had her white blonde hair shaved and then allowed it explode into hundreds of hedgehog's quills; the other has hair any self-respecting woman would scalp for: thick and lustrous. All three are dressed in severe black. Even undertakers allow themselves to wear a little white on the neck and cuffs, but undertakers don't take their work half as seriously, and there lies the problem. I am afraid of hairdressers.

When I sit in front of the salon mirror stuttering and blushing, and saying that I don't know what I want, I know I am the client from hell. Nobody is going to win Stylist of the year with me as a model.

'Madam's hair is very th …',they begin to say 'thin', think better of it and change it for 'fine'—ultimately, coming out with the hybrid word 'thine'. I have been told my hair is 'thine' many times. Are they taught to use it at college? Along with other conversational openings, depending on the season: 'Done your Christmas shopping?' 'Going away for Easter?' 'Booked your summer holiday?' 'You are brown, been way?' 'Nights are drawing in, aren't they?' 'Going away for Christmas?'

I am hopeless at small talk (and big talk). I'm also averse to looking at my face in a mirror for an hour and a half. I behave as though I am a prisoner on the run.

I've looked at wigs in stores, but I am too shy to try them on, and I still remember the horror of watching a bewigged man jump into a swimming pool and then seeing what looked like a medium sized rodent break the surface and float on the water. He snatched at his wig, thrust it anyhow on top of his head and left the pool. I didn't see him for the rest of the holiday.

There is a behavior trait that a lot of writers share—it is called avoidance activity. They will do anything to avoid starting to write: clean a drain, phone their mentally confused uncle in Peru, change the cat's litter tray. I'm prone to this myself, in summer I deadhead flowers, even lobelia. In winter I'll keep a fire going stick by stick, anything to put off the moment of scratching marks on virgin paper.

I am indulging an avoidance activity now. I've just ordered another cappuccino, I've given myself a sever talking: For God's sake, woman! You are forty-seven years of age. Just cross the road, push the salon door open, and ask for an appointment!

It didn't work. I'm now in my room, and I have just given myself a do-it-yourself hairdo, which consisted of a shampoo, condition and trim, with scissors on my Swiss army knife.

I can't wait to get back to the Toni & Guy salon in Leicester. The staff there haven't once called my hair 'thine' and they can do wonders with the savagery caused by Swiss army knife scissors.

A15 The narrator was afraid to enter the hairdresser's because she

1) had spilt coffee on her white trousers.
2) doubted the qualification of local stylists.
3) was strangely self-conscious.
4) was pressed for time.

A16 Watching the stylists, the narrator concluded that they

1) were too impulsive.
2) had hair anyone would envy.
3) had strange hair-dos themselves.
4) attached too much importance to their 'craft'.

A17 The narrator calls herself 'the client from hell' mainly because she

1) doesn't like to look at herself in the mirror.
2) never knows what she wants.
3) is too impatient to sit still.
4) is too demanding.

A18 The narrator doesn't like stylists as they

1) are too predictable in their conversation.
2) have once suggested that she should try a wig.
3) are too insensitive to clients wishes.
4) are too talkative.

A19 According to the narrator the avoidance activity is

1) common to all writers.
2) mostly performed in winter.
3) talking to oneself.
4) a trick to postpone the beginning of work.

A20 The narrator finally

1) talked herself into going and fixing an appointment.
2) got her hair done at a hotel.
3) cut her hair after shampooing it.
4) spoilt her hair completely.

A21 The last paragraph means that the Toni &Guy salon in Leicester is the

1) only hairdresser's she has ever risked going to.
2) salon she trusts and is not afraid to go to.
3) place where she is a special client.
4) the first place she has ever tried.

*По окончании выполнения заданий **B2, B3** и **A15–A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ **В БЛАНК ОТВЕТОВ № 1!** ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2, B3, A15–A21** 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***

Who really discovered America?

B4 Everybody knows that Christopher Columbus discovered America. Was he really the first to reach the continent? The great Norwegian explorer Thor Heyerdal believed that ancient people were able to build boats that _____ cross oceans. CAN

B5 To test his ideas, Heyerdal decided to build a copy of the ancient Egyptian boat and sail across the Atlantic. On May 25, 1969 the boat called Ra left a port in Morocco and headed across the _____ part of the Atlantic. WIDE

B6 On May 17, 1970 Ra successfully crossed the Atlantic, _____ that ancient civilizations had enough skill to reach America long before Columbus. PROVE

Greek myths: Apollo and Cassandra

B7 In ancient Greece there were many temples built for Apollo. He was the god of youth, beauty, music and poetry. Besides, Apollo had one very special skill - he could see the future. One day Apollo came to the temple in Troy. Among other _____ he saw Cassandra, a young and beautiful priestess, who worked at the temple. WOMAN

B8 Apollo _____ by her grace. IMPRESS

B9 The minute Apollo saw Cassandra, he _____ in love. It was love at first sight. FALL

Apollo offered her a deal. He would give Cassandra the gift of being able to see the future, if she gave him a kiss. Cassandra agreed.

B10 With a laugh, Apollo gave her the gift, _____ about the reward. Instantly, Cassandra could see the future. She saw Apollo, in the future, helping to destroy Troy. DREAM

*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 world's language

B11 The English language is famous for the richness of its vocabulary. Webster's New International Dictionary lists 450,000 words, and the new Oxford English Dictionary has 615,000, but that is only part of the total. Technical and _____ terms would add millions more. SCIENCE

B12 The wealth of existing synonyms means that _____ of English have two words for something denoted by one word in a different language. The French, for instance, do not distinguish between *house* and *home*, between *mind* and *brain*. The Spanish cannot differentiate a *chairman* from a *president*. SPEAK

B13 In Russia, there are no native words for *efficiency*, *challenge* and *engagement ring*. Of course, every language has areas in which it needs, for _____ purposes, to be more expressive than others. PRACTICE

B14 The Eskimos have fifty words for types of snow, though there is no word for just plain snow. _____, African languages have no native word for snow. NATURAL

B15 Nowadays, globalization influences the _____ of languages. DEVELOP

B16 Some native words _____, giving way to international terms. APPEAR

*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.*

Mark's Visit to Ravenscar

Mark and Fenella were the first to arrive at Ravenscar. Mark had not been to Ravenscar for a long time, but even so he had not forgotten the spectacular **A22** _____ from the library windows. As he and Fenella were ushered into the room by Cecily Deravenel, he **A23** _____ his best not to rush over to the windows to enjoy the view.

"It's lovely to see you both," Cecily was **A24** _____, and then her face broke into smiles. "Ah, here's Bess, your greatest admirer, Fenella. And Nanny with the other children."

A moment later Fenella and Cecily were surrounded by the youngsters, all clamoring for attention, and Mark took the opportunity to walk to the other end of the room. Mark always thought that **A25** _____ up children was so boring.

Turning around Mark allowed his eyes to sweep the room for an admiring moment, taking in long shelves of books, several memorable paintings, and the handsome antiques, made of dark, ripe woods. There were **A26** _____ sofas and chairs arranged near the huge stone fireplace. **A27** _____ the warm weather, a log fire was blazing. It was a pleasure to be in such a nice room.

His eyes settled on Fenella, who was momentarily preoccupied with the youngsters, and he had to admit he had never seen such beautiful children in his life. They might have just stepped out of a portrait by one of the greatest artists of the eighteenth century, Thomas Gainsborough, George Romney, Sir Joshua Reynolds. Suddenly he **A28** _____ he had had children.

A22	1) look	2) gaze	3) view	4) stare
A23	1) made	2) held	3) kept	4) did
A24	1) saying	2) speaking	3) telling	4) talking
A25	1) raising	2) bringing	3) rearing	4) growing
A26	1) comfortable	2) relaxing	3) convenient	4) suitable
A27	1) Although	2) Unlike	3) Instead	4) Despite
A28	1) wanted	2) longed	3) wished	4) willed

*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 Edward who writes:

> *... I'm going to do a project on hobbies in different countries. Could you help me? Do you think that different nations have different hobbies? Can you give examples? What interesting hobbies do Russians have? What hobbies do members of your family have?*
> *As for the latest news, I have just passed my last exam...*

Write a letter to Edward.
In your letter
- answer his questions
- ask 3 questions about his exams

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 boys and girls should study separately at different schools. Others think that they should be taught together.

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

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. The speaker's cat was her/his best friend in her/his childhood.
B. The speaker loves her/his cats for their different personalities.
C. The speaker likes cats because they are easy to keep.
D. The speaker's cat is of an unusual colour.
E. The speaker likes cats for their beauty.
F. The speaker's cat has great intuition.
G. The speaker likes cats because they are great company.

Говорящий	1	2	3	4	5	6
Утверждение						

*Вы услышите разговор мужа с женой. Определите, какие из приведенных утверждений **A1–A7** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чем 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 Every year a heavy thunderstorm hits the place where the couple live.

1) True 2) False 3) Not stated

A2 Ellen finds losing electricity in the daytime is better than at night.

1) True 2) False 3) Not stated

A3 The couple bought a box of candles after the last thunderstorm.

1) True 2) False 3) Not stated

A4 Ellen suggests that Philip phone his friend and invite him to dinner.

1) True 2) False 3) Not stated

A5 Ellen thinks candlelight makes kitchen more attractive.

1) True 2) False 3) Not stated

A6 Philip was the first to tell the power company about the electrical problem.

1) True 2) False 3) Not stated

A7 The couple have known Mrs. Romero for quite a long time.

1) True 2) False 3) Not stated

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

A8 What made Cynthia interested in travelling?

1) Going on a lot of business trips.
2) Reading about distant lands.
3) Adventure stories made up by her friends.

A9 Before a trip Cynthia has always had a 'can't-sleep butterfly' feeling which means that she feels

1) nervous.
2) very excited.
3) a bit tired.

A10 Why did Cynthia become a writer?

1) She was a writer by nature.
2) She won a poetry contest at school.
3) She got acquainted with some writers.

A11 Cynthia finds it challenging to

1) be constantly on the move.
2) get information from the locals.
3) write truthful stories.

A12 The most difficult thing for Cynthia to do in the jungle was to

1) get used to the local food.
2) learn to hunt for small wild animals.
3) get along with the local people.

A13 Cynthia thinks that the job of a travel writer

1) places a lot of responsibility on her.
2) is considered prestigious in literary circles.
3) allows her to make good money.

A14 Cynthia thinks that the biggest advantage of her job is the opportunity to

1) see beautiful places.
2) go to luxury resorts.
3) get to know new people.

*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** буквы записываются без пробелов и знаков препинания.*

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 **Personal style in a uniform**
2 **Old but dear**
3 **Get a holiday spirit**
4 **Dance competition**
5 **A hobby that carries away**
6 **Meaning without words**
7 **The number is not guilty**
8 **Yes to school uniform**

A Dance is in my heart, in my blood and in my mind. I dance daily. The seldom-used dining room of my house is now an often-used ballroom. The CD-changer has five discs at the ready: waltz, rock-and-roll, swing, salsa, and tango. Tango is a complex and difficult dance. I take three dancing lessons a week, and I am off to Buenos Aires for three months to feel the culture of tango.

B Clothes play an important role in my life. My passion for fashion began when I was in elementary school. I attended a private school with uniformed dress code. At first I felt bad that I could not wear what I wanted, but soon I learned to display my creativity and style through shoes and accessories. They can make each of us each of us unique, in a uniform or not.

C I believe that music has a bigger place in our society than it is given credit for. The single word 'music' covers so many styles. Rock bands and classical musicians make listeners get the meaning from the music. Music tells stories about life and death, expresses feelings of love, sadness, anger, guilt, and pain without using words.

D Even as an eighteen year old young adult, I still feel the magic of Christmas. I believe in a real Christmas tree. My family has had a real Christmas tree every year of my life. When you get home and smell the sweet pine needles, something magical goes into your soul, raises your spirits. Every year we buy a real tree to fully embrace the spirit of Christmas.

E People often try to get rid of the number thirteen. Many hotels and office buildings across the world do not have a 13th floor! I believe that the number thirteen is not an unlucky number. I was born on January, 13 and do not consider myself unlucky in any way at all! I believe that this number should have all the rights and respect we give the rest of the numbers.

F Many kids that go to public schools don't wear a uniform. They like to show off the new expensive clothes and often have trouble picking out outfits for school in the morning. They are more worried about whether their shirt matches the belt, rather than if the homework is completed. I believe that this is a fault of our school system and only causes problems.

G They say that the music of your youth is the soundtrack of your life. I am 50; I enjoy new artists and new music, but I still find words of wisdom in singles of sixties and seventies, still believe that "you can't always get what you want, but sometimes, you get what you need," that "all you need is love." I like to listen to the songs I grew up with.

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.*

Natural Links In a Long Chain of Being

I believe we are not alone.

Even if I am on the other side of the world from the farmhouse I live in, I still dream of the ancient vines out the window, and the shed out back that my grandfather's father built in 1870 with eucalyptus trunks. As long as I can recreate these images, **A**_____.

All of us need some grounding in our modern world of constant moving, buying, selling, meeting and leaving. Some find constancy in religion, others in friends or community. But we need some daily signposts that we are not different, not better, **B**_____.

For me, this house, farm, these ancient vines are those roots. Although I came into this world alone and will leave alone, I am not alone.

There are ghosts of dozens of conversations in the hallways, stories I remember about buying new plows that now rust in the barnyard and ruined crops from the same vines **C**_____.

All of us are natural links in a long chain of being, and that I need to know what time of day it is, what season is coming, whether the wind is blowing north or from the east, and if the moon is still full tomorrow night, **D**_____.

The physical world around us constantly changes, **E**_____. We must struggle in our brief existence to find some transcendent meaning and so find relief in the knowledge **F**_____.

You may find that too boring, living with the past as present. I find it refreshing. There is an old answer to every new problem, that wise whispers of the past are with us. If we just listen and remember, we are not alone; we have been here before.

1 I never quite leave home.
2 but human nature does not.
3 that we are now harvesting.
4 but we as well as our heart did not.
5 not worse than those who came before us.
6 just as the farmers who came before me did.
7 that our ancestors have gone through this before.

A	B	C	D	E	F

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

Unleashing the Power of Creativity

I have always been an optimist and I suppose that is rooted in my belief that the power creativity and intelligence can make the world a better place. And the life did not disappo me – many times it proved me right.

For as long as I can remember, I have loved learning new things and solving problem So when I sat down at a computer for the first time in the seventh grade, I was hooked. It w a clunky old Teletype machine and it could barely do anything compared to the computers have today. But it changed my life.

When my friend Paul Allen and I started Microsoft 30 years ago, we had a vision of computer on every desk and in every home," which probably sounded a little too optimistic a time when most computers were the size of refrigerators and cost as much as a new moder Japanese car. But we believed that personal computers would change the world. And the have.

And now, after 30 years, I am still as inspired by computers as I was back in the seventh grade.

I believe that computers are the most incredible tool we can use to feed our curiosity and inventiveness – to help us solve problems that even the smartest people could not solve on their own.

Computers have transformed how we learn, giving kids everywhere a window into *all* of the world's knowledge. And the only thing these youngsters should do is make the right choice, which is not always an easy choice. Computers are helping us build communities around the things we care about and to stay close to the people who are important to us, no matter where they live -- next door or on the other side of the world.

Like my friend Warren Buffett, I feel particularly lucky to do something every day that I love doing. He calls it "tap-dancing to work." My job at Microsoft is as challenging as ever, but what makes me "tap-dance to work" is when we show people something new, like a computer that can recognize your handwriting or your speech, or gestures, or one that can store *a* lifetime's worth of photos or home videos and they say, "I didn't know you could do that with a PC!"

But for all the cool things that a person can do with a PC, there are lots of other ways we can put our creativity and intelligence to work to improve our world. There are still far too many people in the world whose most basic needs go unmet. Every year, for example, millions of people die from diseases that are easy to prevent or treat in the developed world.

I believe that my own good fortune brings with it a responsibility to give back to the world. My wife, Melinda, and I have committed ourselves to improving health and education in a way that can help as many people as possible.

As a father, I believe that the death of a child in Africa is no less bitter or tragic than the death of a child anywhere else. And that it does not take much to make an immense difference in these children's lives.

I am still very much an optimist, and I believe that progress on even the world's toughest problems is possible – and it is happening every day. We are seeing new drugs for deadly diseases, new diagnostic tools, and new attention paid to the health problems in the developing world.

I am excited by the possibilities I see for medicine. And I believe that through our natural inventiveness, creativity and willingness to solve tough problems, we are going to see some amazing achievements in this area in my lifetime.

A15 The narrator considers himself an optimist as he

1) has a strong religious belief.
2) believes the world is perfect.
3) believes in the power of human mind.
4) knows how to develop one's creativity.

A16 After the narrator first used a computer he

1) got fascinated with its size.
2) used it to solve his problems.
3) could no longer do without it.
4) was amazed at its unlimited possibilities.

A17 The initial dream of the narrator and his friend proved to be

1) naïve.
2) manageable.
3) wishful thinking.
4) optimistic but unreal.

A18 The narrator believes that computers are perfect to

1) be human friends.
2) create new fields of knowledge.
3) provide people with creative ideas.
4) be used as an instrument to solve human problems.

A19 The narrator "tap-dances to work" because he enjoys

1) meeting new people.
2) watching dancing contests.
3) teaching people basic computer skills.
4) doing his job very much.

A20 The narrator believes that

1) a lot of people in the world need help.
2) it is impossible to make the world better.
3) people in the world have too many needs.
4) the computer is the only way to improve the world.

A21 The narrator predicts the development of new

1) unknown diseases.
2) methods in education.
3) technologies in medicine.
4) creative ways of thinking.

*По окончании выполнения заданий **B2, B3** и **A15–A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ **В БЛАНК ОТВЕТОВ № 1!** ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2, B3, A15–A21** 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 текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10***

Pizza

B4	The evolution of pizza was quite long and many cultures contributed to it. Let us have a glimpse of its history. _____ of ancient Egypt, Greece and later Rome had recipes similar to modern ones..	WOMAN
B5	The Egyptians had a tradition to celebrate the Pharaoh's birthday with flat loaves _____ very much like our modern pizza.	LOOK
B6	Now pizza _____ with tomatoes. However, when tomatoes appeared in Europe they were grown as an ornamental plant	COOK
B7	For a long time people _____ believe that tomatoes were edible.	NOT CAN

The Climate of Russia

B8	Russia has a varied climate. The extreme north is a cold bare region - the tundra. For more than six months it _____ in snow.	BURY
B9	This region can be called the land of _____ rivers..	FREEZE
B10	The extreme west of Russia has a temperate climate. Thus, the summers in the Baltic are cool and the winters mild. If we go _____ east, the climate will become more continental.	FAR

*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 Power of the Great Pyramid

B11 In the 18th century a large number of foreigners came to the Great Pyramid of Cheops in Egypt. One of the most _____ people of that time, Napoleon Bonaparte, also visited the Pyramid. POWER

B12 His expedition to Egypt in 1798 was not only military but archeological as well. He took with him specialists in different spheres of science. The _____ measured, explored and made many drawings of Egyptian pyramids. SCIENCE

B13 One day Napoleon with several _____ came to the Great Pyramid of Cheops. There he wanted to be left alone. SERVE

B14 He ordered everyone to leave him and went into the _____ alone. DARK

B15 When he came out he was pale. "Are you all right, sir?" asked the guide. Napoleon was silent. Then he said _____: "Never mention this matter again. Ever!" SAD

B16 Years later, his friend Tomblier asked him what he had seen in the Great Pyramid. Napoleon stared at Tomblier for a while, then said only two words, "Something _____!" He never spoke about it again. POSSIBLE

*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 secret tunnel

In the middle of our village, there is a beautiful old church, which dates back to the beginning of the Middle Ages. It was rebuilt several times, but some of its parts, including the foundations, are **A22** _____.

Well, **A23** _____ about restoration, a while ago they decided to install a heating system there, as it gets cold in winter. Some of the local boys volunteered to help, including myself.

The benches were connected in stacks, so it was hard work to lift or to push them away, but we managed it. Most of the church floor was covered with marble-type slabs, but under some benches there were just some ancient-looking bricks.

We got really **A24** _____, as we had heard stories about an old underground passageway leading from a crypt below the church to the castle in the nearest city. It is twelve miles **A25** _____.

So, a friend of mine and I started to dig down there. It was relatively easy to pull out the top layer of bricks, and underneath them we found soil, which also moved easily as it was completely dry. We found that one side of the hole was so soft that you could just **A26** _____ a stick through it. It was obviously that passageway! Then some workmen came in and told us to stop. Just fancy that! We had to stop at the most exciting moment.

After a few days, the workmen put a layer of hard cement over the entire floor, so our find remained a mystery. But I won't give **A27** _____. I still hope to go there some day and find that secret tunnel. Maybe, that will become the greatest **A28** _____ of the 21st century.

A22	1) natural	2) original	3) real	4) genuine
A23	1) commenting	2) telling	3) saying	4) speaking
A24	1) excited	2) amazed	3) annoyed	4) animated
A25	1) away	2) far	3) off	4) about
A26	1) shift	2) pull	3) push	4) remove
A27	1) in	2) up	3) on	4) at
A28	1) innovation	2) invention	3) discovery	4) development

*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.*
*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 pen-friend Stephen who writes:

> *... You know, my sister would like to be a school teacher. She likes children but I wonder whether it's enough to make a good teacher.*
>
> *What qualities, in your opinion, are necessary for any teacher? And what qualities are connected with a particular subject he or she teaches? Would you like to try teaching? Why or why not?*
>
> *By the way, yesterday we bought a new TV set with a large screen for our living-room. ...*

Write a letter to Stephen.
In your letter
- answer his questions
- ask **3 questions** about his favourite TV programmes

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 at school students should study only classical literature; others believe that the programme should include modern authors only.
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

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. I eat little and rather irregularly.
B. I am trying to get used to everyday healthy activities.
C. I feel unable to stop myself from eating.
D. I am afraid of having the same health problems as my relatives do.
E. I am willing to return to a healthy lifestyle despite being tired.
F. I am sure that I exercise enough while carrying out my everyday duties.
G. I feel now like starting a healthy life again.

Говорящий	1	2	3	4	5	6
Утверждение						

*Вы услышите разговор друзей. 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 Mike's administrative work was very well paid.

1) True 2) False 3) Not stated

A2 Mary did not do well at University because she had to earn her living.

1) True 2) False 3) Not stated

A3 Mary was younger than the other students at her university.

1) True 2) False 3) Not stated

A4 Mary thinks that regular classes are rather time-consuming.

1) True 2) False 3) Not stated

A5 Mary thinks that she can't study better than when she was younger.

1) True 2) False 3) Not stated

A6 Distance learning seems to be very convenient for Mary.

1) True 2) False 3) Not stated

A7 Mike does not feel disappointed about going to University.

1) True 2) False 3) Not stated

*Вы услышите рассказ студента, переехавшего жить в Данию. В заданиях **A8 – A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

A8 The narrator was brought up mainly in

1) Denmark.
2) England.
3) the USA.

A9 The narrator is not happy about Danish grocery stores because of

1) the quality of the products.
2) their size.
3) the poor choice of foods.

A10 The narrator criticizes

1) the lifestyle in Denmark.
2) Danish supermarkets.
3) the Danish diet.

A11 The prices in the Danish stores are quite high because

1) the level of service is very high.
2) everything is imported from abroad.
3) there are no artificial foods.

A12 According to the unwritten rules of Danish supermarket culture

1) you pack all the food you buy on your own, without any help.
2) shop assistants are always ready to pack your food for you.
3) there are clerks whose duty is to help you with your bagging.

A13 When the narrator says, "I do miss American convenience" it means that he

1) wants ready-made dinners to be delivered to his place.
2) wants to rent a flat near a big supermarket.
3) doesn't like to spend much time cooking his meals.

A14 Having lived in Denmark for a few years as a student, the narrator

1) feels nostalgic about the USA.
2) believes it to be a good place for him.
3) pities Danish people.

*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** 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 Controlling skies
2 Lack of safety
3 Bicycle is faster
4 Office at home
5 Blocked roads
6 Paid roads
7 Improving railways
8 Buses instead of cars

A The world's first public passenger railway was built in Great Britain in 1826 and ran between the industrial north-eastern towns of Stockton and Darlington. After 180 years experience the British say that their trains still don't seem to run efficiently or even safely. On average, about 500 accidents with broken rail tracks happen in the country every year.

B The British government is promising to give £33.5 billion to modernise the railways before 2010. Another £30 billion is to come from the private sector. The main target is to increase safety and speed. For example, new London-to-Scotland high-speed trains significantly reduce journey times and in 2004 a warning system was installed throughout the country.

C Statistics show that only 12% of all journeys made in Britain are by public transport. The remaining 88% are made by car. Every year British people spend about two weeks travelling to and from work including nine days in their own cars. But anyone will say this isn't a quick and easy way to travel. In fact, a journey from London to Manchester frequently takes seven hours. A cyclist could get there quicker.

D Every year there are about half a million traffic jams in Britain. That is nearly 10,000 a week. There are hundreds of big traffic jams every day. According to the forecast, the number of jams will grow by 20 per cent over the next ten years. Nearly a quarter British people find themselves in a jam every day and 55 per cent at least once a week.

E. Nowadays many British people take their children to school by car. Twenty years ago, nearly one in three primary school children made their own way to school. Now only one child in nine makes their own way. During the school year at 08:50 a.m. one car in five on the roads in any British town is taking children to school. The solution could be special school buses widely used in the USA.

F Many scientists hope that new technologies allowing more people to work at home may help with traffic problems. Fewer people will work from 9 to 5 and travel to and from work during the rush hour. But only 15% of people now want to spend more time working at home. The workplace is, for many people, a place to meet other people and to talk to them, so they would miss it if they worked from home.

G In 1903, the Wright brothers made the first aeroplane flight. It only lasted 12 seconds but changed the world forever. A century later, air travel is no longer a miracle, it is part of everyday life. One billion air passengers now fly every year - that's equivalent to a sixth of the world's population. To make sure everything runs smoothly, there are special air traffic control centres in each country which watch every aeroplane.

A	B	C	D	E	F	G

B3 *Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–2.* ***Одна из частей в списке 1–2 лишняя.*** *Занесите цифру, обозначающую соответствующую часть предложения, в таблицу..*

Elephants sense 'danger' clothes

St Andrews University researchers discovered that elephants could recognise the degree of danger posed by various groups of individuals.

The study found that African elephants always reacted with fear **A** _____ previously worn by men of the Maasai tribe. They are known to demonstrate their courage by **B** _____.

The elephants also responded aggressively to red clothing, which defines traditional Maasai dress.

However, the elephants showed a much milder reaction to clothing previously worn by the Kamba people, **C** _____ and pose little threat.

The researchers first presented elephants with clean, red clothing and with red clothing that had been worn for five days by **D** _____.

They revealed that Maasai-smelt clothing motivated elephants to travel significantly faster in the first minute after they moved away.

They then investigated whether elephants could also use the colour of clothing as a cue to classify a potential threat and found the elephants reacted with aggression **E** _____. This suggested that they associated the colour red with the Maasai.

The researchers believe the distinction in the elephants' emotional reaction to smell and colour might be explained by **F** _____. They might be able to distinguish among different human groups according to the level of risk they posed.

"We regard this experiment as just a start to investigating precisely how elephants 'see the world', and it may be that their abilities will turn out to equal or exceed those of our closer relatives, the monkeys and apes," researchers added.

1 either a Maasai or a Kamba man
2 who do not hunt elephants
3 when they detected the smell of clothes
4 who carried out the research
5 the amount of risk they sense
6 spearing elephants
7 when they spotted red but not white cloth

A	B	C	D	E	F

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

Cry-baby

It was almost midnight before they got around to giving the Oscars to the really well-known personalities. At first a series of guest stars had awarded the prizes: to the best designer, to the best special-effects man, for the best technical invention for motion pictures during the year, and to all the other people, so unknown outside the industry, but so significant within it.

I looked around the theatre, recognizing most of the weighty faces in the business, but not caring much. You see, I was pretty nervous. Myra Caldwell, whom I had brought to the ceremony, was sitting there beside me, and right across the aisle was Joan Weyland. Now, to get the picture properly, you have to remember that during that particular year Myra had played the sensational supporting role in *The Devil Loses* and had been called the greatest find in the history of pictures. But that was the same year that Joan Weyland had stolen a big picture called *Calumet Centre* right out from under the nose of one of the most famous female stars in the industry. The only other actress nominated was not given much chance. Now in a few minutes, they were going to announce who had won the Oscar for the Best Supporting Actress of the year. It was the hottest Contest and everybody was aware of it. Furthermore, it was no secret that the two leading contestants would be delighted to boil each other in oil – win, lose, or draw. And here they were across the aisle from each other. Do you get why I was nervous?

Then the lights went down. They were going to run short scenes from the pictures for which the actors and actresses had been nominated. The supporting-actress pictures were coming on, and here was Joan Weyland in her grand scene from *Calumet Centre.* The audience started to applaud as soon as they saw her.

After that they ran a short episode from *Whirlwind,* showing the other nominee, a refugee actress called Tanya Braden. I had never seen the picture of the actress, and the picture hadn't made much money, but there was no doubt she could act! She played the star's mother and she made you believe it.

Then they ran Myra's big moment in *The Devil Loses.* After it was over, I tried to guess who had the biggest chance.

"I think I won," Myra said to me.

The lights went up. The old actor, who had won the Supporting Actor award the year before, came through the curtains and prepared to present the award. I didn't see how I was going to live through the next few minutes. He got the envelope and began opening it very slowly.

He was loving every second of it, the old man. Then he looked at the little piece of paper.

"The Winner," he said, then paused again, "is Miss Tanya Braden, for her performance in *Whirlwind."*

Well, I'm not too sure about the sequence of events that followed. I don't remember the applause, because Joan let out a loud cry from across the aisle that drowned out everything else. Then Myra started to cry. I don't mean cry like the ordinary person, but I mean cry so that the building shook.

Then Joan jumped to her feet and started out, and her mother accompanied her. But I couldn't do anything with Myra. The show was interrupted and the whole theatre was staring at her. I picked her up and carried her out.

It wasn't a very pleasant performance, but I think there is some excuse. After all, Joan is 8 years old, and Myra is only 6, and she isn't used to being up so late. I'm a little on her side anyway. And why not? I'm her father.

A15 At the beginning of the Oscar ceremony prizes were awarded

1) to the most famous stars among the winners.
2) to the best director.
3) for the best film.
4) to the secondary members of shooting crews.

A16 Joan Weyland and Myra Caldwell were present at the ceremony because they

1) had both played in one film which had an Oscar nomination.
2) had been nominated as two of the Best Supporting Actresses of the year.
3) wanted to see the well-known personalities of the film industry.
4) accompanied the nominees.

A17 The phrase Myra "had been called the greatest find in the history of pictures" means that

1) she found the best way to perform her role.
2) she was awarded with a prize for the best performance in the history of cinema.
3) her debut was called very successful.
4) she revealed sensational facts in the film "The Devil Loses".

A18 "Calumet Centre" was

1) a picture by some popular artist.
2) a film in which a famous actor starred.
3) a picture painted by a famous female star.
4) a film in which Joan was given a role instead of a famous actress.

A19 The narrator describes the relations between Joan and Myra as

1) friendship.
2) rivalry.
3) sympathy.
4) partnership.

A20 The narrator liked the performance of the third nominee, Tanya Braden, because she

1) played her part very convincingly.
2) was very beautiful.
3) was a well-known actress.
4) played as a partner of a world-famous star.

A21 Myra's and Joan's reactions to the announcement about Tanya's victory could be excused because they

1) were very proud of themselves.
2) had performed their roles better than Tanya.
3) were very young.
4) were very famous actresses.

*По окончании выполнения заданий **B2, B3** и **A15 – A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ **В БЛАНК ОТВЕТОВ № 1!** ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2, B3, A15 – A21** 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 текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.*

It was simple

B4 One day last summer my nine-year-old daughter went off to camp. All her things _____ in a small suitcase. PACK

B5 Two weeks Anna came back home and I unpacked Anna's things. Everything was clean and well folded. "Camp sure has changed you," I said. "Look how well you packed. Your things look much _____ than usual." GOOD

B6 "It was simple, Mom," she answered, "I didn't unpack. Many _____ did the same." CHILD

Natural wonders: Meteor Crater

B7 Some of the natural wonders are known for their beauty. The Meteor Crater in Arizona, the USA is one of them. It looks like a big hole in the desert. It _____ by a meteorite hitting the earth thousands of years ago. CAUSE

B8 The crater is 4.145 feet across, and 570 feet deep and is the _____ impact crater in the world. LARGE

B9 When Europeans discovered it in 1871, they _____ it was the top of a volcano. THINK

B10 Since then, scientists _____ the crater for many years, but there still many secrets and mysteries hiding inside it. EXPLORE

Прочитайте приведенный 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.***

B11	The potato chip was invented in 1853 by George Crum who was a chef at a restaurant in New York. Fried potatoes were popular at the restaurant because they were rather _____, but one day a visitor complained that the slices were too thick.	EXPENSIVE
B12	Crum made thinner slices, but the _____ customer was still dissatisfied.	NERVE
B13	Crum finally made fries that were too thin to eat with a fork, hoping to annoy the _____ difficult customer.	EXTREME
B14	But the customer was happy - and that was the _____ of potato chips!	INVENT
B15	_____ manufacturing of potato chips began in Cleveland, Ohio, in 1895.	INDUSTRY
B16	The chips gained even more _____ in 1926 when a wax paper potato chip bag was invented that helped to keep them fresh and crisp.	POPULAR

*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.*

Helping Mother

"Liz! Remember to clean up the basement, ok?" Mrs. Parker called out. Liz, who was still lying in bed, sighed heavily and **A22** _____. "Alright, mom," she answered flatly, dragging herself out of bed. She got changed and headed downstairs for breakfast. As usual, the whole family was already seated at the dining table. Liz greeted everyone and sat at a **A23** _____ seat next to her elder brother Evan. "Pass me the butter, bro," she said. "Sure," Evan replied and passed it to her. "Thanks," Liz said, and **A24** _____ a thin layer of it onto her toast. Mrs. Parker placed an arm onto her daughter's shoulder. "Honey, I know it's going to be a tiring day for you, and I'd like your brother to help too. But he's got to head back to school for a day-long band practice." Liz sat still and didn't utter a **A25** _____ word. She was mad that Evan had band practice and did not need to help in the **A26** _____ chores. "I know what you're thinking, Liz. But honey, we really need your help. Dad's away on a **A27** _____ trip, you know, his boss has sent him. Evan's busy with band practices, and I've got to help your grandma. You know, her health's been poor these days-" "Ok, ok. Enough of it, mom. I'll clean up the basement," Liz said. Sometimes she wished her mother wouldn't explain the reasons to her. Anyway, she thought to herself, it'll be good to **A28** _____ the basement a little. She hadn't stepped into it since they moved in here a couple of months ago. "Who knows something interesting will pop out of nowhere," she grinned.

A22	1) waved	2) nodded	3) bowed	4) bent
A23	1) clear	2) unfilled	3) blank	4) vacant
A24	1) spread	2) extended	3) divided	4) covered
A25	1) separate	2) single	3) only	4) sole
A26	1) housework	2) homework	3) household	4) housekeeping
A27	1) working	2) official	3) company	4) business
A28	1) discover	2) research	3) explore	4) analyze

*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.*
*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 Bill who writes

> *...I don't think it will be a problem for me to choose a good job in the future as I'm really interested in foreign languages, cultures and countries and I hope I'll work as a translator or teacher of foreign languages some day. Have you already decided on your career? What job are you going to choose? Why?* What do your parents think about your choice?
>
> *I've lived in the USA my whole life but I'd really love to travel to other countries...*

Write a letter to Bill.
In your letter
- answer his questions
- ask 3 questions about his plans for travelling.

Write **100 – 140 words.**
Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

It's reported that billions of dollars are spent on space exploration projects every year. Some people believe that this money should be used to solve problems on Earth.

What is your opinion? What problems should humanity solve first of all?

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

Раздел 1. АУДИРОВАНИЕ

B1 *Вы услышите 6 высказываний. Установите соответствие между высказыв ниями каждого говорящего **1 – 6** и утверждениями, данными в списке **A –** Используйте каждое утверждение, обозначенное соответствующей букво **только один раз. В задании есть одно лишнее утверждение**. Вы услышит запись дважды. Занесите свои ответы в таблицу*

A. I buy only hardback books as they can be used longer.
B. I have found out that the choice of books read by young people is rather limited.
C. I read books that give food for thought.
D. I am fond of books about people who succeed in overcoming difficulties.
E. I want to convince myself not to keep books I don't need any more.
F. I have difficulty getting interested in some books despite their enjoyable language.
G. I would like to share books with other people.

Говорящий	1	2	3	4	5	6
Утверждение						

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

A1 Tom is unhappy about the Danish people being unfriendly.

1) True 2) False 3) Not stated

A2 Jack thinks that the character can be explained by the climate.

1) True 2) False 3) Not stated

A3 Tom believes that it's only in Denmark that you can be insulted in public places.

1) True 2) False 3) Not stated

A4 Jack thinks that we should respect the rules of other cultures.

1) True 2) False 3) Not stated

A5 Tom wants to return to Denmark.

1) True 2) False 3) Not stated

A6 Jack claims that public transport in Denmark leaves much to be desired.

1) True 2) False 3) Not stated

A7 Tom comes from Denmark but lives in the USA.

1) True 2) False 3) Not stated

*Вы услышите рассказ человека, увлечённого созданием календаря. В заданиях **A8 – A14** обведите цифру **1, 2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

A8 The narrator made mistakes in his scheduling because his weekly planner

1) was written in a foreign language.
2) included a lot of additional information.
3) listed the days of the week in an unusual order.

A9 The planner contains the calendar that lets you know

1) many useful facts about natural phenomena.
2) how to organise your working time efficiently.
3) what places of interest are worth visiting in this season.

A10 The main idea of "The Book of Days" was

1) to make people loosen the stress of life.
2) to show the significance of each season.
3) to help the readers to realise their dreams.

A11 The project of "The Book of Days" was not finished because of a lack of

1) new ideas.
2) enthusiasm.
3) finance.

A12 "The Ecological Calendar" is

1) completely identical to "the Book of Days".
2) absolutely different from "the Book of Days".
3) partly similar to "the Book of Days".

A13 According to "The Clock of the Long Now" people should

1) forget about the time.
2) expand their concept of time.
3) not care about their future.

A14 The narrator wants to

1) give up calendar projects.
2) make somebody else manage his project.
3) see his ideas accomplished.

*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** буквы записываются без пробелов и знаков препинания*

32 *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	**Useful Invention**	5	**Verbal Misunderstanding**
2	**US Younger Generation**	6	**Britain, the World Empire**
3	**Modern Branch of Industry**	7	**All in One**
4	**Historical Separation**	8	**Old Enough**

A For 150 years America was a British colony. At that time British and American English were almost exactly the same. When America won the War of Independence in 1776, it became a free country. The USA was quickly growing richer, and millions of Europeans came to settle here. They brought new words and expressions to the language. As a result, English in America began to develop in its own way and today, there are certain differences in pronunciation, grammar, vocabulary and spelling between American and British English.

B Typical American teenagers are in fact very ordinary. They think their teachers make them work too hard, they love their parents but are sure they don't understand anything, and their friendships are the most important things in their lives. Some of them do have a lot of money to spend, but usually they have earned it themselves. Most young people take jobs while they are in school. They work at movie theatres, fast-food restaurants, gas stations, and stores to pay for their clothes and entertainment. Maybe this is what makes them so independent from their parents at such a young age?

C Is it possible to have one device with the functions of a TV-set, a PC and the Internet? With the advent of Internet TV it has become a reality. Imagine watching a film on TV and getting information on the actors in the film at the same time! To enter web-addresses and write e-mails you use a remote control and an on-screen keyboard or an optional wireless keyboard. By clicking a button, you can also read adverts, 'chat' with a friend, plan your holiday and play your favourite video games. And in the future you'll be able to change the plot of the film you are watching!

D When do you stop being a child and become an adult? There are lots of laws about the age when you can start doing things. In Britain, for example, you can get married at 16, but you cannot get a tattoo until you are 18. In most American states you can have a driving licence at 17, but you cannot drink until you are 21. In Russia you can be put to prison when you are 16, but you cannot vote until you are 18. In fact, most European countries and the US have the same age for voting: 18. Many people, however, think that this is unfair. They would like to vote at an earlier age.

E Blue jeans were a by-product of the Gold Rush. The man who invented jeans, Levi Strauss, emigrated from Germany to San Francisco in 1850. Levi was 20 years old, and he decided to sell clothes to the miners who were in California in search of gold. When he was told that durable trousers were the most needed item of clothing, Levi began making jeans of heavy tent canvas. Levi's jeans were an immediate success. Soon he switched from canvas to a cotton fabric which came from Nimes, a city in France. The miners called it 'denim' and bought a lot of trousers from Strauss.

F Some fifty years ago people hadn't even heard of computers, and today we cannot imagine our life without them. Computer technology is now the fastest-growing industry in the world. The first computer was the size of a minibus and weighed a ton. Today, its job can be done by a chip the size of a pinhead. And the revolution is still going on. Very soon we'll have computers that we'll wear on our wrists or even in our glasses and ear-rings. Such wearable computers are now being developed in the USA.

G Some American words are simply unknown on the other side of the Atlantic, and vice versa. But a lot of words exist in both variants, and these can cause trouble. British visitors to America are often surprised at the different meanings that familiar words have acquired there. If an Englishman asks in an American store for a vest, he will be offered a waistcoat. If he wants to buy a handbag for his wife, he should ask for a purse, and if she wants to buy a pair of tights, she should ask for pantyhose: tights in America are what ballet dancers wear.

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.*

Culture and customs

In less than twenty years, the mobile telephone has gone from being rare, expensive equipment of the business elite to a pervasive, low-cost personal item. In many countries, mobile telephones **A** _____; in the U.S., 50 per cent of children have mobile telephones. In many young adults' households it has supplanted the land-line telephone. The mobile phone is **B** _____, such as North Korea.

Paul Levinson in his 2004 book *Cellphone* argues that by looking back through history we can find many precursors to the idea of people simultaneously walking and talking on a mobile phone. Mobile phones are the next extension in portable media, that now can be **C** _____ into one device. Levinson highlights that as the only mammal to use only two out of our four limbs to walk, we are left two hands free **D** _____ - like talking on a mobile phone. Levinson writes that "Intelligence and inventiveness, applied to our need to communicate regardless of where we may be, led logically and eventually to telephones that we **E** _____."

Given the high levels of societal mobile telephone service penetration, it is a key means for people **F** _____. The SMS feature spawned the "texting" sub-culture. In December 1993, the first person-to-person SMS text message was transmitted in Finland. Currently, texting is the most widely-used data service; 1.8 billion users generated $80 billion of revenue in 2006.

1 to perform other actions
2 outnumber traditional telephones
3 to communicate with each other
4 combined with the Internet
5 to serve basic needs
6 banned in some countries
7 carry in our pockets

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.

I don't mind staying after school," I said to Professor Herbert, "but I'd rather you'd whip me with a switch and let me go home early. Pa will whip me anyway for getting home two hours late." "You are too big to whip," said Professor Herbert, "and I have to punish you for climbing up in that cherry tree. The other five boys have paid their dollar each. You have been the only one who has not helped pay for the tree. Can you borrow a dollar?" "I can't," I said. "I'll have to take the punishment. I wouldn't mind. My father believes that if you spare the rod you spoil the child. I'll never be able to make him understand about the cherry tree."

"You must take the punishment," said Professor Herbert. "You must stay two hours after school today and two hours after school tomorrow. I'm allowing you twenty-five cents an hour. That is good money for a high-school student. You can sweep the schoolhouse floor, wash the blackboards, clean windows. I'll pay the dollar for you."

It was six o'clock when I left the schoolhouse. I hurried home. I saw Pa spreading fodder on the ground to the cattle. That was my job. I ran up to the fence. I said, "Leave that for me, Pa. I'll do it. I'm just a little late." "I see you are," said Pa. He turned and looked at me. His eyes danced fire. "What in the world has kept you so? Why ain't you been here to help me with this work?" I didn't want to tell him why I was late from school. Pa stopped scattering the bundles of fodder. He said, "Why are you getting in here this time of night?" I said, "I had to stay after school."

I couldn't lie to Pa. He'd go to school and find out why I had to stay. If I lied to him it would be too bad for me. I said, "Our biology class went on a field trip today. Six of us boys broke down a cherry tree. We had to give a dollar apiece to pay for the tree. I didn't have the dollar. Professor Herbert is making me work out my dollar. He gives me twenty-five cents an hour. I had to stay in this afternoon. I'll have to stay in tomorrow afternoon!" "Are you telling me the truth?" asked Pa. "Yes," I said, "go and see for yourself." "That's just what I'll do in the morning," said Pa.

It was early when we got to the county high school the next morning. Professor Herbert had just got there. "You're the Professor here, ain't you?" asked Pa. "Yes," said Professor Herbert, "and you are Dave's father." "Yes," said Pa, "just a few things about this school I want to know. I'm trying to make a scholar of Dave. He's the only one out of eleven young ones I've sent to high school. Here he comes in late and leaves me all the work to do! He says you all were out bug hunting yesterday and he broke a cherry tree down. He had to stay two hours after school yesterday and work out money to pay on that cherry tree! Is that right?" "I guess it is," said Professor Herbert. "Well," said Pa, "this ain't no high school. It's a bug school, a lizard school, a snake school! It ain't no school nohow!"

"I was only doing my duty, Mr. Sexton, and following the course of study the state provided us with." said Professor Herbert. "Course o' study," said Pa, "what study, bug study? Taking young ones to the woods and their poor old Ma's and Pa's at home slaving to keep them in school and give them education!" "We were not only hunting snakes, toads, flowers, butterflies, lizards," said Professor Herbert, "but I was hunting dry timo-

thy grass to put in an incubator and raise some protozoa." "I don't know what that is," said Pa. "The incubator is the new-fangled way of cheating the hens and raising chickens. I ain't so sure about the breed of chickens you mentioned."

"You've heard of germs, Mr. Sexton, haven't you?" said Professor Herbert. "Yes," said Pa, "but I don't believe in germs. I'm sixty-five years old and I ain't seen one yet!" "You can't see them with your naked eye," said Professor Herbert. "Just stay with me in the high school today. I have a few things to show you. That scum on your teeth has germs in it." "What," said Pa, "you mean to tell me I've got germs on my teeth! "Yes," said Professor Herbert. "I don't mean to dispute your word," said Pa, "but I don't believe it. I don't believe I have germs on my teeth!" "Stay with me today and I'll show you", said Professor Herbert. "I'll stay with you," said Pa. " I want to see the germs on my teeth. I've never seen one in my life."

A15 The narrator thought that the most suitable punishment for him under the circumstances was to

1) be detained after school.
2) be whipped by the Professor.
3) be whipped by his father.
4) find a way to pay the money.

A16 The pedagogical credo of the narrator's father "If you spare the rod you spoil the child" implies that

1) the corporal punishment is the most effective way to bring up children.
2) you should use the rod sparingly when you deal with children.
3) the more you use the rod, the more spoilt the child becomes.
4) parents shouldn't spoil children by giving them too much freedom.

A17 Professor Herbert suggested that the narrator should

1) do some odd jobs to earn the money he had to repay his teacher.
2) take up the job of a school cleaner to help his family.
3) help Professor Herbert with the household chores like cleaning windows.
4) look for a job for at least twenty-five cents an hour.

A18 The narrator's Pa was angry with his son because

1) his son was reluctant to help him with the farm work.
2) his son was unwilling to explain why he was late.
3) he had to do his son's share of routine work on the farm.
4) his son had broken down a cherry tree.

A19 The narrator's father went to the county high school in order to

1) find out if his son had really been offered a job.
2) forbid Professor Herbert to detain his son after school.
3) apologise for his son and pay the money for the broken tree.
4) express his dissatisfaction with the school curriculum.

A20 When Professor Herbert used the word "protozoa", which the narrator's Pa didn't know, the father

1) felt humiliated by his own ignorance.
2) asked the Professor to clarify the meaning of the word.
3) understood the meaning of the word from the context.
4) thought it was a new breed of chickens.

A21 The narrator's father made up his mind to stay at school for a day in order to

1) make sure his son was taught properly.
2) satisfy his natural curiosity.
3) expose Professor Herbert as a charlatan.
4) prove that his teeth were absolutely clean.

*По окончании выполнения заданий **B2, B3** и **A15 – A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ **В БЛАНК ОТВЕТОВ № 1!** ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2, B3, A15 – A21** располагаются в разных частях бланка.*

Раздел 3. ГРАММАТИКА И ЛЕКСИКА

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

The Climate of Russia

B4	Russia has a varied climate. Almost all of Russia _____ in the North Temperature Zone.	SITUATE
B5	The climate is continental; however, the fluctuations in temperature are _____ than in other European countries.	GREAT
B6	The extreme north is a cold bare region – the tundra. For more than six months it _____ in snow.	BURY
B7	This region can be called the land of _____ rivers.	FREEZE
B8	In May the temperature begins to rise. The gloomy night is succeeded by continuous daylight, when the sun _____ below the horizon for several months.	NOT SINK
B9	The better part of Russia is not influenced by the warm winds of the Atlantic and Pacific Oceans. There are no mountains in the north to form a barrier against the cold winds _____ from the Arctic Ocean.	BLOW
B10	The extreme west of Russia has a temperate climate. Thus, the summers in the Baltic are cool and the winters mild. If we go _____ east, the climate will become more continental.	FAR

*Прочитайте приведенный 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**.*

Tourism in Australia

B11	The growth of tourism infrastructure related to the base of Ayers Rock, or Uluru, that began in the 1950s soon produced adverse _____ impacts.	ENVIRONMENT
B12	It was decided in the early 1970s to remove all accommodation-related tourist facilities and re-establish them outside the park. In 1975, a _____ of 104 square kilometres of land beyond the park's northern boundary was chosen as the site for a new resort.	RESERVE
B13	Soon the _____ of a tourist facility and an associated airport, to be known as Yulara started.	DEVELOP
B14	The camp ground within the park was closed in 1983 and the motels closed in late 1984, coinciding with the opening of the luxurious resort. In 1992, the majority interest in the Yulara resort held by the Northern Territory _____ was sold and the resort was renamed Ayers Rock Resort.	GOVERN
B15	Since listing the park as a World Heritage Site, the annual number of _____ rose to over 400,000 people by the year 2000.	VISIT
B16	Increased tourism provides regional and national _____ benefits. It also presents an ongoing challenge to balance conservation of cultural values and visitor needs.	ECONOMY

*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.*

Mausoleum of Mausolus

The Mausoleum of Halicarnassus (present Bodrum, Turkey) was a tomb built in 350 BC for king Mausolus and Artemisia, his wife.

In 377 BC, Halicarnassus was the capital of a small regional kingdom on the coast of Anatolia. In that year the ruler of the region died and left the kingdom to his son, Mausolus. Before his death the father king **A22** _____ control of several of the neighboring cities and districts. Mausolus **A23** _____ the territory of the kingdom as far as the southwest coast of Anatolia. Mausolus and Artemisia ruled from their capital over the surrounding territory **A24** _____ twenty-four years. Mausolus, although he was descended from local people, spoke Greek and **A25** _____ the Greek way of life and government. He founded many cities of Greek design along the coast and **A26** _____ Greek democratic traditions.

Mausolus decided to build a new capital, a city as safe from capture as magnificent to be seen. He chose the city of Halicarnassus. Mausolus and Artemisia spent huge **A27** _____ of tax money to embellish the city. They commissioned statues, temples and buildings of gleaming marble. In the center of the city Mausolus planned to place a resting place for his body after his death. It would be a tomb that would forever show how rich he and his queen were.

In 353 BC Mausolus died, leaving Artemisia broken-hearted. As a tribute to him, she decided to build him the most splendid tomb, a structure so famous that it became one of the Seven Wonders of the **A28** _____ World.

A22	1) captured	2) took	3) achieved	4) required
A23	1) extended	2) lengthened	3) prolonged	4) doubled
A24	1) by	2) in	3) with	4) for
A25	1) worshiped	2) admired	3) beloved	4) fancied
A26	1) insisted	2) suggested	3) encouraged	4) persuaded
A27	1) amounts	2) numbers	3) quantities	4) figures
A28	1) Archaic	2) Prehistoric	3) Antique	4) Ancient

*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.*
*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 Ann who writes:

> *...More and more young people get involved in environmental protection. Could you tell me what measures young people in your country take to save the environment? What kind of support do you get from your local community and family? Is there any Green Party/Movement where you live? Wouldn't you like to start one, if there isn't?*
> *I am very happy now because I have just passed my last exams.*
>
> *Write back soon,*
>
> *Ann*

Write a letter to Ann.
In your letter
– answer her questions
– ask **3 questions** about her plans for the coming holiday

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 you can master the language only if you study it abroad, in the native speaking environment; others believe that you can become fluent in a foreign language without ever visiting the country.

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

ДОПОЛНИТЕЛЬНЫЕ МАТЕРИАЛЫ ДЛЯ УЧИТЕЛЯ К ТРЕНИРОВОЧНЫМ ВАРИАНТАМ № 1–4

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ К ВАРИАНТУ № 1

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. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

Speaker 1
What is something that really troubles me? Well, like everyone else these days I worry about earning enough to pay my monthly bills, my rent and all the other current living expenses. I want to be secure for the future and make sure I will have everything I need and maybe start saving some money. I am so afraid of losing everything I own.

Speaker 2
What do I worry about? Oh, about a lot of different things – money, politics, the weather. But my greatest concern is my mum and dad. I have a good job with a foreign firm and I am living overseas at the moment. I am so worried about them. I'm afraid they won't be able to deal with all their problems. If anything happens to them when I'm away, I won't be able to come back home quickly enough to help.

Speaker 3
I think my biggest worry today is my career. I'm 26 now and I've spent the last few years travelling. Most of my university friends have settled down. They work hard and have made a good start to their careers. So I began to worry that when I go back home I will be too old for companies to want me. What shall I do then? That's a tough question. I do not want to be unemployed.

Speaker 4
Every time I look in the mirror I feel nervous. I am afraid of getting fat as I love pizza and hamburgers. I like shopping a lot and always buy sweets. I know I shouldn't, but I can't help it. Like any other woman in her thirties, I am really afraid of gaining extra kilograms.
But I just can't say "no" to cakes and sweets. Who can?!

Speaker 5

What am I afraid of? Well, recently I visited a friend of mine in Shanghai and she made a comment that I thought was very interesting. She said I look as though I have plenty of money. I don't, but compared to ordinary people in the street I look like I have a lot of money. I am really afraid of someone thinking that I have a lot of money and trying to rob me, especially if they have a gun. I have a little bit of paranoia about guns and robbers.

Speaker 6

I guess I worry about the usual things, like getting in shape for the summer or being healthy and fit. I think being healthy is the most important thing. So I exercise regularly and watch what I eat. You know it's all about getting the right amount of vitamins, minerals, and fibre. I need this body to last at least another fifty years.

You have 15 seconds to complete the task. (Pause 15 seconds.)
Now you'll hear the texts again. (Repeat.)
This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds.)

A1–A7

*Вы услышите разговор двух молодых людей. 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.

Carter: Hello, Holly. I need to talk to you.
Holly: Hi, Carter. We've got about ten minutes before Professor Label comes. How can I help you?
Carter: Holly, may I borrow your notes? I'll give them back tomorrow.
Holly: Sorry, but I usually go to the cafeteria and review them. Say, why don't you copy them over in the library?
Carter: Okay, I think I've got enough coins for the machine. You're a lifesaver, Holly!
Holly: No problem. But I don't understand why you need my notes, Carter; you haven't missed any classes. Have you lost your notebooks?
Carter: Em… no, of course, not. But weekday mornings, I'm a cashier at a coffee shop. After work, I come directly to school, and, boy, am I beat!
Holly: Wow, you must be really exhausted!
Carter: That's exactly why I want to borrow your notes; I've been nodding off during class, so my notes aren't very good. But I need them badly – the exams are coming and I'm short of time.
Holly: Well, here's Professor Label; he's about to start a lecture. How are you feeling?
Carter: I'm usually awake at the beginning. But ten minutes into class and I have trouble keeping my eyes open.
Holly: Listen, I need someone to study with, and you need someone to keep you awake; want to be study companions?
Carter: Yeah, I'd sure appreciate it.
Holly: Okay; let's start today at the library. We should go there anyway. I'll have to grab a bite to eat in the cafeteria. I am hungry. Would you go with me?
Carter: No, thanks. We have someone from the international center coming to speak to the students about extracurricular activities, so I'll join you in the library. Oh, no, it looks like the Professor has brought along some more of his slides; push me if I start falling asleep.
Holly: I'm afraid I won't be very helpful; his slides make me sleepy too!
Carter: Anyway, can you wake me up as soon as he finishes showing them?
Holly: Okay. You owe me an ice-cream.

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.)

A8–A14

Вы услышите интервью. 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.

Sabrina: Hi, Fred. This is almost the end of the year, so tell me, how was your year?

Fred: Oh, I've experienced a lot and undertaken a lot of new responsibilities. I'd say my life has changed fundamentally. I became a father and I feel proud and happy about that. I also tried a new job in the construction business. And, you know, I took part in a very unusual project – it was not connected with finance or business. But it was very rewarding.

Sabrina: What was it?

Fred: I tried working with children, actually, it was amazing.

Sabrina: What was it exactly that you did when you worked with children?

Fred: Basically, it was in ... a rehabilitation center for disabled children. I spent two days a week with them - actually I attended classes with them and just played with them, interacted with them during the day and supervised their weekend activities.

Sabrina: Oh, that sounds really great.

Fred: Yes. It was the first time I had done something like that. It was quite challenging because I was a bit afraid at first. I wasn't sure how to treat them. I wasn't sure what exactly I should do. There was something about those children that made them different. One minute they were depressed and the next they became very excited. But the instructors were very nice and they explained that, you know, I had to be myself and treat them like any other children, like normal children, and that's what I tried my best to do.

Sabrina: So you must have learned so much. It probably changed your attitude to a lot of things.

Fred: Yes, it has. It has really changed me because I have more patience now. Earlier, I mean, I used to be quite stubborn and used to make decisions irrationally. But now I've calmed down and I always question myself before doing something, so I think, in that way I've completely changed.

Sabrina: Could you say that what you've learned through your experience of working with children has also helped you in other areas of your life?

Fred: Apart from developing a more patient side, I've mastered some nursing skills. You know, now I know how to take care of my baby son.

Sabrina: OK, I feel that I can learn a lot from you and maybe I should do the same thing - become a more rounded person.

Fred: You should.

Sabrina: Well, Fred. I'm just curious. What is it like being a father?

Fred: Ah, right. I think I should first talk about what it was like not being a father, being me and not being a father. I was a very lazy person. I was an incredi-

ble time waster. I would have all this free time to make use of and I woul probably just sit in front of TV, or I'd probably go to a pub – I loved spendin time with my friends in the warm and friendly atmosphere of a pub. Anyway, took time for granted. I had so much of it. Once I became a father, suddenly m time disappeared but strangely enough, it taught me to appreciate the time have. My time is very limited now. I am a lot busier at work and I have more re sponsibilities than ever before. I also have to help my wife at home and mak some time for charity activities. I actually make much more use of my time no than ever before. And I still go to the sports centre and play paint ball with m friends.

Sabrina: Yeah, so when you first have a kid do you lose a lot of sleep?

Fred: Well, something that carried over from my previous lifestyle was an abil ity to sleep very well whatever the circumstances and, um, fortunately I have very understanding wife so if the child wakes up during the night, she looks afte him and doesn't wake me up. I have to work hard during the day and need som rest, at least at night. I am never home before 8 in the evening. Anyway, I'm suc a good sleeper that even if he cried for hours, it wouldn't wake me up. I don think there are many fathers like me. I've spoken to some other fathers and the don't have the same talent as I do.

Sabrina: What a lucky man you are!

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.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ К ВАРИАНТУ № 2

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. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start

Speaker 1

My cat is rather special. She understands perfectly well when I ask her to come and sit with me, but she can pretend that she doesn't hear. And she always knows which of the people that I invite to my home are okay and which ones aren't. And when I have a headache in the evening she comes and sleeps over my head. I sometimes ask myself how she knows that I have a headache.

Speaker 2

When I was 4 years old, my mum found a kitten in the street and brought it home. So, the kitten and I grew up together! I remember that every night the cat would scratch at my door and I let her in. She waited for me to come home from school to be with her and liked watching me, as I was doing my homework. She lived 8 years. And she was truly my cat. I really miss her much.

Speaker 3

The thing I love about cats is the way they look. Their eyes are big and the colour is deep – blue like the sky, green like leaves or brown like amber. Their fur can be long or short, and if you treat your cat well, its fur will look shiny and rich. I haven't seen a combination of colours that looked bad on cats – black and white, gray and white, orange and white – they all look perfect.

Speaker 4

The best thing about cats is that they're wonderful to talk to when you're sad or angry and you can't control your emotions. Cats won't talk back while you are talking to them, and will listen intently. They make me laugh when I'm in a bad mood, they comfort me when I'm sick. And when I'm happy they start playing with me and we all have lots of fun.

Speaker 5

Although I have had many cats, for everyone of them there is a reason why we found eac other. Now I have three cats. One of them is the boss of my other cats. The second one is ve smart and likes to open doors. And the third one thinks that the world turns around her an she is very proud of herself. All of my cats are very special to me because each of them h her or his own character. They are a great part of my life!

Speaker 6

What I like about cats is that they can take care of themselves. You don't have to take a c out for a walk several times a day. You don't need to wash them too often, because they cl themselves. Cats can play on their own and don't require too much of your attention. The can spend most of the time sleeping. And they even can get their own food by catching mi and spiders.

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.

A1–A7

*Вы услышите разговор мужа с женой. Определите, какие из приведенных утверждений **A1–A7** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чем 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.

Philip: Ellen, come here and stand by the back door. Look at the rain.

Ellen: This is quite a storm! It's good to be home in such a nasty weather.

Philip: Remember the last time we had thunder and lightning like this? The old cherry tree we had in our back yard was struck by lightning. I was afraid the nearby trees would also catch fire. If I'm not mistaken it was two or three years ago. We lost our electrical power as well.

Ellen: Luckily, it was in the middle of the day. Having no electricity at night is a lot different from having none during the day.

Philip: We must have talked about that because I remember going out the next day to buy a box of candles – just in case of a power failure.

Ellen: Well, let's hope that doesn't happen tonight and we won't need them. Shall I call your friend Mark and ask him for dinner? He is a good storyteller and it would be nice to hear one of his stories.

Philip: Why not? Would you hand me the electric mixer, please? I forgot to finish mashing the potatoes.

Ellen: Here you are.

Philip: Thanks.

Ellen: There go the lights. It has happened again. We've got no electricity.

Philip: I can't see a thing. I guess, no mashed potatoes for dinner today.

Ellen: Philip, why don't you call the power company? Tell them we have a problem on Linden Street. And I'll light the candles if I manage to find a box of matches in the cupboard. Here they are. Philip, doesn't the kitchen look great in candlelight?

Philip: It does... I called the company. They already know about the electrical problem. A tree fell onto a power line on the next street. People from nearby houses called them. They don't know how long the lights will be out.

Ellen: Philip, I just thought about Mrs. Romero. She's quite old, and she lives all alone in that big house. Wouldn't she be more comfortable spending the evening with us?

Philip: Ellen, set another place for dinner. I'll go and invite her over right now.

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.

A8–A14 *Вы услышите интервью. 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 заданием.*

Now we are ready to start.

Interviewer: With us today is Cynthia Barnes, a travel writer. **Cynthia, how did you happen to become a travel writer? Let's start with a bit of history. Tell us about your childhood.**

Cynthia: I grew up in a small town in the state of Arkansas with kids who had never been to any other places and who desperately wanted to see the world. They used to invent adventures for themselves in order to make up for the monotony of their real life. But I was lucky. My mom used to go on business trips to the neighbouring states and once in a while she took me with her. They were real adventures and I was delighted but it had always been my dream to go to the far off countries I had read about in the "National Geographic" magazines. There were piles of them in dad's study as well as an unlimited supply of books about explorations and adventures.

Interviewer: What do you usually feel before you set out on a journey?

Cynthia: I remember when I was little the night before we'd leave for a trip I had an absolutely unforgettable feeling - that 'can't-sleep, butterfly feeling'. I couldn't wait to go. It's still with me today.

Interviewer: **And how did you get started writing?**

Cynthia: I have always been writing. I even won a Daughters of the American Revolution poetry contest in the fifth grade, and they gave me a fifty dollar saving bond. It was a childish little poem that began: 'Our nation, it was founded by brave people long ago ...' Then I moved to Columbia and fell in with a group of writers... Actually after school, all my jobs eventually were about producing newsletters, correcting ads, rewriting bad brochures. I've always kept journals, written letters, played around with personal essays. I never stopped writing. I can't do without it. It's in my blood.

Interviewer: You spend most of your life travelling. **What do you do when you don't travel?**

Cynthia: If I don't travel, I write. But I don't stop travelling, to be honest. I travel everywhere at any time and in any possible way: by car, by plane, by horse or camel, by canoe or simply on foot.

Interviewer: **Is it the major challenge for you as a travel writer?**

Cynthia: Well, you see, travelling is a great pleasure and a thrill for me although some of my friends find it tiring to be constantly away from home for a long time. I like meeting new people, hearing their stories, tasting their food. But writers need time alone to reflect on what they have seen, what they have heard. And that's where the problem lies. In a true to life story, a lot depends on whether you can balance your own solitary exploration and other people' stories. When you're with others, you're distracted. But when you're by yourself, you have only your own impressions and observations and they can be misleading.

Interviewer: What was the most thrilling experience you had as a traveller?

Cynthia: It was an incredible expedition together with two adventurous travellers. We went to the rainforest in New Guinea, the most remote forest on Earth. We trekked across the island and lived with the local tribe. They are hunters, they live in total isolation from the rest

of the world. Their only tools are stone axes and arrows. To survive in the jungle with them was a hard-core challenge. We had to learn how to eat insects as we simply couldn't hunt even small wild animals the way they do. But in fact the biggest challenge was to establish contacts with the local tribe. You see, when we arrived, they met us with arrows, which they pointed at our heads very aggressively. It wasn't the kind of greeting we were used to. We didn't know a word in their language to speak to them, to ask them what all these rituals meant. We had to learn all this stuff to survive, to watch our gestures and tone of voice or we would die in the jungle.

Interviewer: **What advice would you give to someone who is considering going into travel writing?**

Cynthia: It's great work… but it's work. It's also an obligation. You are in charge of what you write. Maybe your reader will never go to a place you're writing about but he has always dreamt about it. Don't sell yourself or your observations short. And never ever trade your stories for TV clips. Writing is not about bargaining or getting profits. Telling stories about travel is an honorable profession. Mark Twain was a travel writer. So was Hemingway.

Interviewer: **What is the biggest reward of life as a travel writer?**

Cynthia: I sometimes go to luxury resorts to write stories about the area. Of course I'm kidding (laughs). You see, I've watched the sunrise on the Pacific coast and seen the Grand Canyon under a full moon. I saw fascinating sights in these places, the views. But most valuable is the incredible generosity and the spirit of the people I've met on my routes. It's the biggest blessing to have a glimpse into their lives. This is what makes me stay in my business.

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.

This is the end of the Listening Test.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ К ВАРИАНТУ № 3

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. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

Speaker 1

Right now I'm trying to find a way to regain a healthy lifestyle despite being busy. I've completely lost the athleticism that was a large part of my identity and I can't stand it any more. Now I'm trying to regain general fitness. So I've been biking to work (about 20 minutes) for two months now, trying to get more veggies and whole grain in my life, drinking lots of water, and I'm hoping to start walking more although right now I have to work a lot and usually feel too exhausted after work to do anything else.

Speaker 2

My name is Katie, I'm 25 years old, and I started making a conscious effort to develop healthy habits about a year ago. The first thing I did was give up smoking. My goals are mainly to exercise regularly, drink enough water, and eat fruits and veggies daily. I do keep track of what I eat with journaling although I'm not a calorie counter, and I don't own scales or restrict myself in any way. I just want to be stronger and feel better through trying to meet those goals every day. Now I feel I can do it.

Speaker 3

A year or so ago, I was in pretty good shape and paying a lot of attention to my health. I slipped back into inactivity and unhealthy eating for various reasons. I miss what I had, but I've had a hard time finding the motivation to return to my usual healthy lifestyle. Spring is just arriving – sunny sky, warmer weather, longer days, green leaves peeking up from last season's dead grass. The improvement in the weather is lifting my spirits, so I've decided to take advantage of the extra energy and design for myself a spring fitness challenge.

Speaker 4

I have just realised that at least six days out of seven, I do the amount of exercise that is recommended for those whose goal is a healthy lifestyle, just by walking during my daily routine. About three times a week, I do more, sometimes considerably more. Despite that, I often do myself down by telling people I don't exercise at all. I think some part of my brain still believes that because I'm doing it as part of my routine rather than going to any special effort, it can't be taken into account.

Speaker 5

Hi! I'm Alex. I've had terribly unhealthy eating habits for the last few years. I never took much time to eat and ended up eating very few meals. I'm trying to develop healthier eating habits, and I wonder what would constitute a balanced meal. For breakfast I eat a bowl of cereal and yogurt. Then grab five pieces of fruit I divide between lunch and dinner. It's more than I usually eat, but I know there's still a lot of room for improvement. At the same time I'm worried about going overboard, which can happen very easily for me.

Speaker 6

I am 27 years old, and I come from a family of rather overweight people. I've been working to live a more healthy and fit lifestyle since last December. Over the past three years, I've watched older relatives dealing with serious health problems, and it's been a wake up call for me to start taking care of myself while I'm young and my state of health hasn't become worse. I'd like to start a family in the next couple of years, and it would be great to be able to keep up with my children as the years go by.

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.

A1–A7

*Вы услышите разговор друзей. 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.

Mike: I'm 39 now and I resumed my studies when my son started Grade One. Now I'm very happy that I made up my mind to do this. I'll be graduating in April and hopefully start teaching high school English in September.

Mary: What had you been doing before you went to university?

Mike: I had been doing administrative work for 13 years, straight out of high school. I had got very tired and fed up with the low pay and the monotonous nature of the work. So I started university.

Mary: That's a right decision, indeed. As for me, I went to university at more or less the normal age. I was actually 21 at the time. But I did so miserably that the university suggested that I not return. Since then I've been basically wasting my time.

Mike: And what are your plans?

Mary: You see, one day I was fiddling around on the web and found some information about distance learning. It's fabulous if you can't take the time out to go to people-ridden classes, because you can work it around your own schedule.

Mike: Yes, I think the fact that you can do the work in your own space and your own time is really helping.

Mary: Of course, I will have deadlines to meet, but they're not the same as the in-class sort. Handing things in doesn't depend on anyone else's office hours or class times, which is really handy. I will only have to contact my tutors when I want to or need to, or when I'm required to do an oral quiz or exam.

Mike: I think it's a very good idea. Going to university was the best thing I have ever done. I found it was more fun than I expected, and the benefits outweighed the disadvantages. I learned so much about myself, and I'm very proud of my accomplishments!

Mary: And I expect my ability to study to be much better than it used to be and things come much more easily. While I still see doing some of the work as a chore, at least this time around I'm actually enjoying it.

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.

A8–A14	*Вы услышите рассказ студента, переехавшего жить в Данию. 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.

I've lived in Denmark now for nearly four years, and I've changed a lot within this time. I've become more fashionable, more cosmopolitan-minded, more …Danish – if I'm allowed to say that.

But one thing hasn't changed about me. And that is my inability to cooperate with or understand Danish supermarket culture. As someone who was raised predominantly in the United States, I've always been used to grocery stores with a selection of food choices so huge that it's almost perverted. That and a high level of service. In an American grocery store, one can find a kind of product with a thousand different brandings and types. For example, let's take the flakes varieties: whole grain frosted flakes, or fat-free frosted flakes. Do I want my cream cheese with low, medium, or full fat? Seedless watermelons or watermelons with seeds? That being said, when I walk into a Danish grocery store I want to burst into tears because I'm so bored with the selection. The variety of cereals consists of Cherrios, Honey-nut Cherrios, and Wheaties. Coco-puffs if I'm lucky. There're few fruits and vegetables, most rotten. I'm telling you, everything is so boring and plain and demanding of hard kitchen labour that you just wish some American food companies could establish factories here and import some ready made dinners.

I know I should be ashamed of saying this, but I do miss American convenience. In Denmark, making a homemade meal requires at least 30 dollars spent at the grocery store and 2 hours in the kitchen. For instance, at my local grocery store, nothing is allowed to be under 4 dollars. That's right, it's called organic and healthy food, free of anything synthetic or "fast"-related. But I do miss synthetic food.

Oh yes, the whole Danish, "do-it-yourself" attitude prevails! Expect to stress while bagging all of your food, as no one will do it for you.

The only way to really understand what I mean is to imagine that if you've come from America and you're used to certain things with service and product selection and then you move here – it truly is different in Denmark. And I've lived elsewhere in Europe (Iceland, England, Spain) and I still find the grocery stores much better and with more selection in those countries.

However, how could anyone take me serious when I say, "I miss synthetic food"? That is purely attempting to be sarcastic, and I see that it is wrong and disgusting that American food is pumped up with so much crap. I really appreciate that in Denmark the food is free of everything artificial and it shows on Danes – most of them look healthy and fit here. But once in a while I miss the vastness of an American grocery store!

I want to add that I am Danish, was born in Denmark, lived here for 5 years as a child and then moved to America where I lived most of my life. I moved back here a few years ago and I love the country. I speak Danish. I'm not an immigrant in Denmark who is unsatisfied with the way of life here and who should move back to the States. I'm a student and of course it takes 2 hours to make a meal on my own.

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.

This is the end of the Listening test.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ К ВАРИАНТУ № 4

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. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

Speaker 1

Hi! What's your favourite book? A book that you love because it inspires you, or has changed your life? What I'd like to do is go to a secondhand book store, pick up a book that maybe I have read or maybe I haven't, purchase it, read it, then leave it someplace else for someone else to find and read and pass on. I know a lot of times things like that don't work – people don't read them or pass them on. But oddly, I can't explain why, I have the urge to do it. Maybe this happens because I love books and want everyone to try them.

Speaker 2

I enjoy one book very much. I have read it at least 20 times and it is always wonderful. Every time I read the novel as if I have no idea of what happens on its pages and I am never bored with it. It is truly a success story about a woman who managed to do well despite her poor environment. Sometimes the author becomes a bit wordy but it is a stunning memoir. I adore reading memoirs such as these about strong people who endure and do well despite their circumstances. They teach us to be strong and to resist any problems.

Speaker 3

I've been reading "Bleak House" for some time now, over a month I'd estimate, and probably closer to 6 weeks. I'm half way through, and I find it difficult to enjoy. Dickens's convoluted way of getting to the point seems little mollified by the beautiful language, and although the dialogue is thoroughly enjoyable, I can't help but want to explore other books. This is my first time reading Dickens but I remember feeling this way to a much lesser extent with some other books which didn't have the lure of language to keep me interested.

Speaker 4

At a message board I go to they've been polling to see what books everyone has read. The participants are mostly 18 to 22 year old guys who play video games and like reading, so the whole thing is slanted towards high-school curriculum stuff and sci-fi/fantasy. Not exactly scientific or representative of your average American, but still somewhat interesting. I wonder to what extent books can keep young people interested in other parts of the world and if their preferences vary to a greater degree.

Speaker 5

I'm going to make a trip to the used bookstore to get rid of some books I have and probably pick some books up at the same time. The problem is, I'm awful at trying to figure out what books to get rid of. I have many books that I've read and probably won't reread but I have a hard time getting rid of them because the majority of them are hardback and they cost a lot. The worst ones are books that I haven't finished but promised to get back to and I think I never will. I'm good at convincing myself to keep books at home.

Speaker 6

This might seem a little weird and hard for me to explain, but bear with me. I was checking out movies and books with philosophical concepts, and I came across a list with existentialist concepts. I realized that I've seen or read, and enjoyed, most of the stuff on the list. I've already read "Crime and Punishment" by Dostoevsky and find it a deep philosophical book that really makes you think when you read it. What I'm looking for now are books that can explain in a simple way what the basics of existentialism are.

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

A1–A7

Вы услышите разговор друзей. 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.

Tom: I was an exchange student in Denmark in 2005 and had an absolutely awful experience with my host family and my school. They weren't the friendliest of people.

Jack: Oh really? Well, with me there were things that made me a bit sad but in general I enjoyed being there. Yes, I know, people can seem a little cold and, yes, even rude.

Tom: That's it. And in my very first week I got insulted by a bus driver when I was trying to clip my card. Of course it can happen anywhere, but it was a bit sad that no one batted an eyelid.

Jack: It's something I experienced as well, to be honest, but Scandinavians seem to be very sensitive underneath the shell. The harder the shell is, it seems, the more fragile underneath. It's a new set of social rules we need to learn, I guess, when we go to a different country.

Tom: You're right, of course. And despite all my problems, I miss Denmark so much, it's like having a constant stomachache.

Jack: I know what you mean. There are things that I really love there. First, the tap water is drinkable. Then the Metro is gorgeous. It's a pleasure to go by train, as the trains are cute inside.

Tom: What is more, the sky is often starry, because there's little pollution. The air is pretty good. The thing is, I haven't been happy since I returned home to the States. I've gotten to the point that I consider myself more Danish than I do American. But I wonder if it will be difficult to make new friends.

Jack: I have friends who live there now who say it's quite hard to make friends or get into their circle. But, I think, it depends.

Tom: Ideally I plan to move in January. Yes, I know it's the coldest month but if I don't do it then, I'll get all wrapped up in our city's big spring festival and then the football season begins, then my birthday ... you get the idea - and never ...

Jack: Yes, and this will also give you enough time to get a visa.

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.

A8–A14	*Вы услышите рассказ человека, увлечённого созданием календаря. 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.

Today I bought "The Ecological Calendar" that has peculiar formatting on its title. The calendar is apparently available in a few different formats. The one I've bought is a weekly planner for 2007, although it starts at the Winter Solstice, so it includes part of December too. It's partly in the standard Gregorian format, so I don't have to worry about making mistakes in it that take away from its usefulness. In 1997, I had a weekly planner where the week started with Monday instead of Sunday, as it does in some countries, and that little change caused a lot of havoc in any kind of scheduling that I tried to do.

However, it pairs the usual Gregorian calendar with a lot of information about the astronomical and seasonal changes that are happening at that time of year, so that you get the feeling of being connected to the grand cycles of nature. What the plants and animals are doing, when you can look for meteor showers, that sort of thing; it's quite detailed.

This calendar concept is the one that is dear to me. It's part of what I was trying to accomplish when I was working on my own calendar project called "The Book of Days", which was supposed to give a sense of the passage of time so that each part of the year is meaningful. It would describe the patterns common among all cultures such as the psychological need for relief from the darkest part of winter, and most cultures say that the veil between our world and the other world is thinner at a certain time of the year, even though they don't all agree on when that is. It would tell about the cycles in nature such as seasons, and any light-hearted contemporary events such as Rabbit Hole Day. It didn't just list events, it drew connections between them so that you can get a feel for the significance of the current time.

However, "The Book of Days" was a very time-consuming thing to try and work on every day. I'd hoped that it would become a voluntary group project and thus would lessen the load of each contributing individual, but other people seemed to lack interest. I managed it for several months, but it was too much for one person to manage alone. Eventually I had to let them go off it for more important projects. I still want to see something like "The Book of Days". That's why I'm so glad to see that someone else has executed a similar project, "The Ecological Calendar".

I also like the idea of redefining the scope of time that we humans perceive that I have found in "The Clock of The Long Now", a book I'm in the middle of reading and which has already made a huge impression on me. That book argues that we need to expand our concept of time which looks not only at the present, back into the past and into the future at least a century each, but which also encourages us to learn from the past as well as consider our impact on future generations.

So for 2007, I'll be completely redefining my perception of time to make it more meaningful, although that's something I've been working on for a while now, since calendars fascinate me.

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.

This is the end of the Listening test

ОТВЕТЫ К ТРЕНИРОВОЧНЫМ ВАРИАНТАМ

Ответы к заданиям с выбором ответа

	A1	A2	A3	A4	A5	A6	A7
Вариант № 1	1	2	2	3	1	3	1
Вариант № 2	2	1	1	2	1	2	3
Вариант № 3	2	3	2	3	2	1	1
Вариант № 4	1	3	2	1	1	2	2

	A8	A9	A10	A11	A12	A13	A14
Вариант № 1	2	1	3	3	3	1	1
Вариант № 2	2	2	1	3	3	1	3
Вариант № 3	3	3	2	3	1	3	2
Вариант № 4	3	1	2	2	3	2	3

	A15	A16	A17	A18	A19	A20	A21
Вариант № 1	3	4	2	1	4	3	2
Вариант № 2	3	3	2	4	4	1	3
Вариант № 3	4	2	3	4	2	1	3
Вариант № 4	2	1	1	3	4	4	2

	A22	A23	A24	A25	A26	A27	A28
Вариант № 1	3	4	1	2	4	1	3
Вариант № 2	2	4	1	1	3	2	3
Вариант № 3	2	4	1	2	3	4	3
Вариант № 4	2	1	4	2	3	1	4

Ответы к заданиям с кратким ответом

Вариант № 1

№	Ответы
B1	BDGACE
B2	EABGCHD
B3	GCDAFB
B4	greatest
B5	women
B6	wasimpressed
B7	fell
B8	dreaming
B9	couldn't; couldnot
B10	didn'tbelieve ; didnotbelieve
B11	scientific
B12	speakers
B13	practical
B14	naturally
B15	development
B16	disappear

Вариант № 2

№	Ответы
B1	FAEGBC
B2	5163782
B3	153627
B4	women
B5	looking
B6	iscooked
B7	couldnot<или>couldn't
B8	isburied
B9	frozen
B10	farther<или>further
B11	powerful
B12	scientists
B13	servants
B14	darkness
B15	sadly
B16	impossible

Вариант № 3

№	Ответы
B1	EBGFAD
B2	2735841
B3	362175
B4	werepacked
B5	better
B6	children
B7	wascaused
B8	largest
B9	thought
B10	haveexplored <или> havebeenexploring
B11	inexpensive
B12	nervous
B13	extremely
B14	invention
B15	industrial
B16	popularity

Вариант № 4

№	Ответы
B1	GDFBEC
B2	4278135
B3	264173
B4	issituated
B5	greater
B6	isburied
B7	frozen
B8	doesnotsink<или> doesn'tsink
B9	blowing
B10	further<или> farther
B11	environmental
B12	reservation
B13	development
B14	government<или> governer
B15	visitors
B16	economic

Проект

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
	К1	К2	К3
2	**Задание выполнено полностью:** 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; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка.	Используемый словарный запас и грамматические структуры соответствуют постав-ленной задаче (допускается не более двух негрубых лексико-грамматических оши-бок); орфографические и пунктуационные ошибки практически отсутствуют (допускается не более двух негрубых орфографических и пунктуационных ошибок).
1	**Задание выполнено не полностью:** содержание отражает не все аспекты, указанные в задании; встречаются нарушения стилевого оформления речи и/или принятых в языке норм вежли-вости.	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 четырех негрубых лексико-грамматических ошибок); имеющиеся орфографические и пунктуационные ошиб-ки не затрудняют коммуникацию (допускается не более четырех негрубых орфографических и пунктуационных ошибок).
0	**Задание не выполнено:** содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.	Отсутствует логика в построении высказывания; формат высказы-вания не соблюда-ется.	Многочисленные ошибки базового уровня в языковом оформлении текста препятствуют эффективной коммуникации: ограниченный словарный запас/ многочисленные ошибки

			в словоупотреблении и сочетаемости; несоблюдение грамматических правил; многочислен-ные орфографические и пунктуационные ошибки.

Примечание. При получении экзаменуемым 0 баллов по критерию «Содержание» все задание оценивается в 0 баллов.

Критерии оценивания выполнения задания С2
(макс. 14 баллов)

Баллы	Решение коммуникативной задачи (содержание)	Организация текста
	К1	К2
3	**Задание выполнено полностью:** 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.
2	**Задание выполнено:** 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.
1	**Задание выполнено не полностью:** 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.
0	**Задание не выполнено:** 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 практи-чески 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 немногочисленны, 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» все задание оценивается в 0 баллов.

ПОРЯДОК ПОДСЧЕТА СЛОВ В ЗАДАНИЯХ РАЗДЕЛА «ПИСЬМО»

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.

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, т. е. 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.

ДОПОЛНИТЕЛЬНАЯ СХЕМА ОЦЕНИВАНИЯ ЗАДАНИЯ С1 «ЛИЧНОЕ ПИСЬМО»

ВАРИАНТ № 1

ФИО ЭКСПЕРТА_____ **КОД ЭКСПЕРТА**_____

								Номер бланка	
								Ссылка на предыдущие контакты Благодарность за полученное письмо	1. Содержание
								Ответ на вопрос о разных хобби у разных народов и пример даны	
								Ответ на вопрос об интересных хобби у россиян, дан	
								Ответ на вопрос о хобби членов семьи дан	
								3 вопроса об экзаменах заданы	
								Объем высказывания соответствует поставленной задаче	
								Обращение (правильная форма в соот-ветствии с неофициальным стилем)	
								Завершающая фраза (правильная форма в соответствии с неофициальным стилем)	
								Подпись (правильная форма, только имя пишущего)	
								ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)	
								Логичность	2. Организация
								Деление на абзацы	
								Средства логической связи	
								Обращение **на отдельной строке**	
								Завершающая фраза **на отдельной строке**	
								Подпись **на отдельной строке**	
								Адрес автора в правом верхнем углу (можно краткий)	
								Дата под адресом	
								ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)	
								ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)	3. Языковое оформл. текста

ВАРИАНТ № 2

ДОПОЛНИТЕЛЬНАЯ СХЕМА ОЦЕНИВАНИЯ ЗАДАНИЯ С1 «ЛИЧНОЕ ПИСЬМО»

ФИО ЭКСПЕРТА_____ **КОД ЭКСПЕРТА**_____

								Номер бланка	
								Ссылка на предыдущие контакты Благодарность за полученное письмо	1. Содержание
								Ответ на вопрос, какими качествами должен обладать каждый учитель, дан	
								Ответ на вопрос, какие качества связаны с конкретным предметом, дан	
								Ответ на вопрос, не хочет ли автор стать учителем и почему, дан	
								3 вопроса о любимых ТВ программах зарубежного друга, заданы	
								Объем высказывания соответствует поставленной задаче	
								Обращение (правильная форма в соот-ветствии с неофициальным стилем)	
								Завершающая фраза (правильная форма в соответствии с неофициальным стилем)	
								Подпись (правильная форма, только имя пишущего)	
								ИТОГОВЫЙ БАЛЛ *(максимальный балл – 2)*	
								Логичность	2. Организация
								Деление на абзацы	
								Средства логической связи	
								Обращение **на отдельной строке**	
								Завершающая фраза **на отдельной строке**	
								Подпись **на отдельной строке**	
								Адрес автора в правом верхнем углу (можно краткий)	
								Дата под адресом	
								ИТОГОВЫЙ БАЛЛ *(максимальный балл – 2)*	
								ИТОГОВЫЙ БАЛЛ *(максимальный балл – 2)*	3. Языковое оформл. текста

ВАРИАНТ № 3

ДОПОЛНИТЕЛЬНАЯ СХЕМА ОЦЕНИВАНИЯ ЗАДАНИЯ С1 «ЛИЧНОЕ ПИСЬМО»

ФИО ЭКСПЕРТА _____ **КОД ЭКСПЕРТА** _____

								Номер бланка	
								Ссылка на предыдущие контакты Благодарность за полученное письмо	1. Содержание
								Информация о том, какую профессию выбрал автор	
								Информация о мотивах выбора данной профессии	
								Информация об отношении родителей к такому выбору	
								3 вопроса о планах на путешествие заданы	
								Объем высказывания соответствует поставленной задаче	
								Обращение (правильная форма в соот-ветствии с неофициальным стилем)	
								Завершающая фраза (правильная форма в соответствии с неофициальным стилем)	
								Подпись (правильная форма, только имя пишущего)	
								ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)	
								Логичность	2. Организация
								Деление на абзацы	
								Средства логической связи	
								Обращение **на отдельной строке**	
								Завершающая фраза **на отдельной строке**	
								Подпись **на отдельной строке**	
								Адрес автора в правом верхнем углу (можно краткий)	
								Дата под адресом	
								ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)	
								ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)	3. Языковое оформл. текста

ВАРИАНТ № 4

ДОПОЛНИТЕЛЬНАЯ СХЕМА ОЦЕНИВАНИЯ ЗАДАНИЯ С1 «ЛИЧНОЕ ПИСЬМО».

(Максимальный балл – 6)

ФИО ЭКСПЕРТА_____ **КОД ЭКСПЕРТА**_____

								Номер бланка	
								Ссылка на предыдущие контакты Благодарность за полученное письмо	**1. Содержание**
								Ответ на вопрос о действиях молодежи России по защите окружающей среды дан	
								Ответ на вопрос о помощи местной общественности дан	
								Ответ на вопрос о движении «зеленых» и готовности автора письма создать таковое дан	
								3 вопроса о планах на ближайшие выходные заданы	
								Объем высказывания соответствует поставленной задаче	
								Обращение (правильная форма в соответствии с неофициальным стилем)	
								Завершающая фраза (правильная форма в соответствии с неофициальным стилем)	
								Подпись (правильная форма, только имя пишущего)	
								ИТОГОВЫЙ БАЛЛ (максимальный балл – 3)	
								Логичность	**2. Организация**
								Деление на абзацы	
								Средства логической связи	
								Обращение **на отдельной строке**	
								Завершающая фраза **на отдельной строке**	
								Подпись **на отдельной строке**	
								Адрес автора в правом верхнем углу (можно краткий)	
								Дата под адресом	
								ИТОГОВЫЙ БАЛЛ (максимальный балл – 6)	

ДОПОЛНИТЕЛЬНАЯ СХЕМА ОЦЕНИВАНИЯ ЗАДАНИЯ С2

«ПИСЬМЕННОЕ ВЫСКАЗЫВАНИЕ С ЭЛЕМЕНТАМИ РАССУЖДЕНИЯ»

(Максимальный балл – 14)

ФИО эксперта _____ **Код эксперта** _____

Номер бланка	1. Содержание						2. Организация				3. ЛЕКСИКА *(максимальный балл – 3)*	4. ГРАММАТИКА *(максимальный балл – 3)*	5. ОРФОГРАФИЯ И ПУНКТУАЦИЯ *(максимальный балл – 2)*
	Вступление-постановка проблемы	Мнение автора с аргументами	Другие точки зрения с объяснением, почему автор не согласен	Заключение (вывод)	Объем высказывания соответствует поставленной задаче	ИТОГОВЫЙ БАЛЛ *(максимальный балл – 3)*	Логичность	Деление на абзацы	Использование средств логической связи	ИТОГОВЫЙ БАЛЛ *(максимальный балл – 3)*			

ДОПОЛНИТЕЛЬНАЯ СХЕМА ОЦЕНИВАНИЯ ЗАДАНИЯ С2

«ПИСЬМЕННОЕ ВЫСКАЗЫВАНИЕ С ЭЛЕМЕНТАМИ РАССУЖДЕНИЯ». ВАРИАНТЫ № 1, 2, 3, 4

(Максимальный балл – 14)

ФИО эксперта _____ **Код эксперта** _____

								Номер бланка	
								Вступление-постановка проблемы	**1. Содержание**
								Мнение автора с аргументами	
								Другая точка зрения с объяснением, почему автор не согласен	
								Заключение (вывод)	
								Объем высказывания соответствует поставленной задаче	
								ИТОГОВЫЙ БАЛЛ *(максимальный балл – 3)*	
								Логичность	**2. Организация**
								Деление на абзацы	
								Использование средств логической связи	
								ИТОГОВЫЙ БАЛЛ *(максимальный балл – 3)*	
								3. ЛЕКСИКА *(максимальный балл – 3)*	
								4. ГРАММАТИКА *(максимальный балл – 3)*	
								5. ОРФОГРАФИЯ И ПУНКТУАЦИЯ *(максимальный балл – 2)*	

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Каждый из предлагаемых предметных сборников предназначен для подготовки выпускников 2011 года к экзамену и включает:

1) Анализ результатов экзаменов прошлых лет.
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2) Особенности типов заданий ЕГЭ-2011.
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