

ЕДИНЫЙ ГОСУДАРСТВЕННЫЙ ЭКЗАМЕН

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АНГЛИЙСКИЙ ЯЗЫК

ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ

Задания к разделам

– аудирование

– чтение

– грамматика и лексика

– письмо

Тексты к аудиозаписям

Ответы ко всем заданиям

Критерии оценивания

Компакт-диск

с текстами для аудирования

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Данное пособие ориентировано на подготовку учащихся для успешной сдачи Единого государственного экзамена по английскому языку.

Предлагаемое пособие содержит информацию о структуре и содержании ЕГЭ 2012 года по английскому языку: спецификацию и демонстрационный вариант ЕГЭ 2012 года, где отражены внесенные изменения в оформление и оценивание отдельных экзаменационных заданий.

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

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

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

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

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Пояснительная записка

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

Структура тестов соответствует проекту спецификации и демоверсии ЕГЭ на 2012 год. Тематика, проблематика, языковое и речевое наполнение тестовых заданий отобраны в полном соответствии с кодификатором ЕГЭ.

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

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

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

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

Желаем успеха!

Спецификация контрольных измерительных материалов для проведения в 2012 году Единого государственного экзамена по иностранным языкам

1. Назначение КИМ ЕГЭ

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

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

2. Документы, определяющие содержание КИМ ЕГЭ

1. Федеральный компонент государственных стандартов основного общего и среднего (полного) общего образования, базовый и профильный уровень (Приказ Минобрнауки России № 1089 от 05.03.2004 г.).
 2. Примерные программы по иностранным языкам // Новые государственные стандарты по иностранному языку 2–11 классы / Образование в документах и комментариях. М.: АСТ. Астрель, 2004.
 3. Программы общеобразовательных учреждений. Английский язык для 10–11 классов школ с углубленным изучением иностранных языков. М.: Просвещение, 2003.
 4. Программы для общеобразовательных учреждений. Немецкий язык для общеобразовательных школ с углубленным изучением немецкого языка. М.: Просвещение, издательство МАРТ, 2004.
 5. Программы общеобразовательных учреждений. Французский язык для 1–11 классов школ с углубленным изучением иностранных языков. М.: Просвещение, 2001.
 6. Программы общеобразовательных учреждений. Испанский язык для 5–11 классов школ с углубленным изучением иностранных языков. М.: Просвещение, 2005.
- При разработке КИМ также учитываются:
7. Общеевропейские компетенции владения иностранным языком: Изучение, преподавание, оценка. МГЛУ, 2003.

3. Подходы к отбору содержания, разработке структуры КИМ ЕГЭ

Целью Единого государственного экзамена по иностранному языку является определение уровня иноязычной коммуникативной компетенции экзаменуемого. Основное внимание

при этом уделяется речевой компетенции, т.е. коммуникативным умениям в разных видах речевой деятельности: аудировании, чтении, письме, а также языковой компетенции, т.е. языковым знаниям и навыкам. Социокультурные знания и умения проверяются опосредованно в разделах «Аудирование», «Чтение» и являются одним из объектов измерения в разделе «Письмо»; компенсаторные умения проверяются опосредованно в разделе «Письмо».

Соответственно, КИМ ЕГЭ по иностранным языкам включает разделы «Аудирование», «Чтение», «Грамматика и лексика» и «Письмо». При этом следует иметь в виду, что хотя разделы «Аудирование», «Чтение» и «Письмо» имеют в качестве объектов контроля умения в соответствующих видах речевой деятельности, эти умения обеспечиваются необходимым уровнем развития языковой компетенции экзаменуемых. Успешное выполнение заданий на контроль рецептивных видов речевой деятельности обеспечивается знанием лексических единиц, морфологических форм и синтаксических конструкций и навыками их узнавания/распознавания. Задания раздела «Письмо» требуют от экзаменуемого помимо этих знаний еще и навыки оперирования лексическими единицами и грамматическими структурами в коммуникативно-значимом контексте. Орфографические навыки являются объектом контроля в заданиях В4–В16 раздела «Грамматика и лексика», а также заданий С1–С2 раздела «Письмо».

4. Структура КИМ ЕГЭ

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

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

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

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

Базовый, повышенный и высокий уровни сложности заданий ЕГЭ соотносятся с уровнями владения иностранными языками, определенными в документах Совета Европы¹, следующим образом:

Базовый уровень	— A2+ ²
Повышенный уровень	— B1
Высокий уровень	— B2

¹ Общеевропейские компетенции владения языком: Изучение, преподавание, оценка. МГЛУ, 2003.

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

Распределение заданий экзаменационной работы по разделам

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

5. Распределение заданий КИМ ЕГЭ по содержанию и видам проверяемых умений и навыков

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

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

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

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

Таблица 2

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

Проверяемые умения и навыки	Количество заданий	Максимальный первичный балл	Процент от максимального тестового балла
Аудирование			
Понимание основного содержания прослушанного текста	1	6	25%
Понимание в прослушанном тексте запрашиваемой информации	7	7	
Полное понимание прослушанного текста	7	7	

Окончание таблицы 2

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

6. Распределение заданий КИМ ЕГЭ по уровню сложности

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

Распределение заданий по уровням сложности представлено в таблице 3.

Таблица 3

Распределение заданий по уровням сложности

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

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

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

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

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

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

Таблица 4

Распределение текстов определенной жанрово-стилистической принадлежности по заданиям разного уровня сложности

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

8. Требования к отбору текстов

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

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

9. Система оценивания выполнения отдельных заданий и экзаменационной работы в целом

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

Уровень сформированности комплекса продуктивных речевых умений и навыков выпускников определяется экспертами, прошедшими специальную подготовку для проверки заданий ЕГЭ 2012 г. 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. При этом задание С1 (базового уровня сложности) оценивается, исходя из требований базового уровня изучения иностранного языка, а задание С2 (высокого уровня сложности) — исходя из требований профильного уровня.

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

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

При оценивании задания С2 особое внимание уделяется способности экзаменуемого продуцировать развернутое письменное высказывание. Если более 30% ответа носит непродуктивный характер (т.е. текстуально совпадает с опубликованным источником или с другими экзаменационными работами), то выставляется 0 баллов по критерию «Решение коммуникативной задачи» и, соответственно, все задание оценивается в 0 баллов.

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

10. Время выполнения работы

Время выполнения четырех письменных разделов экзаменационной работы — 160 мин.

Рекомендуемое время выполнения отдельных разделов:

аудирование — 30 мин;

чтение — 30 мин;

грамматика и лексика — 40 мин;

письмо — 60 мин.

11. Дополнительные материалы и оборудование

Дополнительные материалы и оборудование на экзамене по иностранному языку включают звуковоспроизводящую аппаратуру, аудиокассеты или компакт-диски (CD) с материалами для

выполнения заданий раздела 1 «Аудирование» в соответствии с утвержденным на федеральном уровне перечнем.

12. Изменения в КИМ 2012 года по сравнению с 2011 годом

Изменения в структуре и содержании КИМ ЕГЭ 2012 г. по сравнению с 2011 г. отсутствуют.

Уточнен план к заданию С2 (развернутое письменное высказывание с элементами рассуждения, раздел «Письмо»), а также уточнены критерии оценивания заданий раздела «Письмо», в частности в отношении ответов на задание С2, которые текстуально совпадают с опубликованным источником или с другими экзаменационными работами.

В задании на установление соответствия В1 (раздел «Аудирование») предусмотрен переход к единообразной цифровой форме ответов, что позволит сократить число ошибок выпускников при заполнении бланков, брака при распознавании и верификации ответов экзаменуемых.

Обобщенный план варианта КИМ ЕГЭ 2012 года по иностранным языкам
(Варианты экзаменационной работы равноценны по трудности,
равнозначны по объектам контроля, параллельны по структуре).

Обозначение заданий в работе и бланке ответов:

А — задания с выбором ответа, В — задания с кратким ответом, С — задания с развернутым ответом.

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

№	Обозначение задания в работе	Проверяемые элементы содержания	Коды проверяемых элементов содержания по кодификатору	Уровень сложности задания	Максимальный балл за выполнение задания
Раздел 1. Аудирование					
1	B1	Понимание основного содержания прослушанного текста	3.1	Б	6
2	A1	Понимание в прослушанном тексте запрашиваемой информации	3.2	П	1
3	A2		3.2	П	1
4	A3		3.2	П	1
5	A4		3.2	П	1
6	A5		3.2	П	1
7	A6		3.2	П	1
8	A7		3.2	П	1
9	A8	Полное понимание прослушанного текста	3.3	В	1
10	A9		3.3	В	1
11	A10		3.3	В	1
12	A11		3.3	В	1
13	A12		3.3	В	1
14	A13		3.3	В	1
15	A14		3.3	В	1
Итого					20
Раздел 2. Чтение					
16	B2	Понимание основного содержания текста	2.1	Б	7
17	B3	Понимание структурно-смысловых связей текста	2.4	П	6
18	A15	Полное понимание информации в тексте	2.2	В	1
19	A16		2.2	В	1
20	A17		2.2	В	1
21	A18		2.2	В	1
22	A19		2.2	В	1
23	A20		2.2	В	1
24	A21		2.2	В	1
Итого					20

№	Обозначение задания в работе	Проверяемые элементы содержания	Коды проверяемых элементов содержания по кодификатору	Уровень сложности задания	Максимальный балл за выполнение задания
Раздел 3. Грамматика и лексика					
25	B4	Грамматические навыки	5.2.1 (англ., исп., франц. яз.)	Б	1
26	B5		5.2.2 (англ., исп. яз.)	Б	1
27	B6		5.2.3 (англ., исп., нем., франц. яз.)	Б	1
28	B7		5.2.4 (англ., исп. яз.)	Б	1
29	B8		5.2.5 (англ., исп., нем., франц. яз.)	Б	1
30	B9		5.2.6 (англ., исп., нем. яз.)	Б	1
31	B10				
32	B11	Лексико-грамматические навыки	5.3.1 (англ., нем., исп. яз.)	Б	1
33	B12		5.1.2 (франц. яз.)	Б	1
34	B13		5.2.2 (франц. яз.)	Б	1
35	B14		5.2.3 (франц. яз.)	Б	1
36	B15		5.2.6 (франц. яз.)	Б	1
37	B16				
38	A22	Лексико-грамматические навыки	5.3.3 (англ. яз.)	П	1
39	A23		5.3.3 (исп. яз.)	П	1
40	A24		5.3.3 (нем. яз.)	П	1
41	A25		5.3.2 (франц. яз.)	П	1
42	A26			П	1
43	A27			П	1
44	A28				
				Итого	20
Раздел 4. Письмо					
45	C1	Письмо личного характера	4.3	Б	6
46	C2	Письменное высказывание с элементами рассуждения по предложенной проблеме «Ваше мнение»	4.6	В	14
Итого					20
Всего заданий — 46, из них: по типу заданий: А — 28, В — 16, С — 2; по уровню сложности: Б — 16, П — 15, В — 15. Максимальный первичный балл за работу — 80. Общее время выполнения работы — 160 мин.					

Бланк ответов № 1

	» Единый государственный экзамен	
	» Бланк ответов № 1	
Заполнять гелевой или капиллярной ручкой ЧЕРНЫМИ чернилами ЗАГЛАВНЫМИ ПЕЧАТНЫМИ БУКВАМИ по следующим образцам:		
А Б В Г Д Е Е Ж З И Й К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Ъ Ь Ъ Э Ю Я 1 2 3 4 5 6 7 8 9 0 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ,		
Регион <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>	Код предмета <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>	Название предмета <div style="border: 1px solid black; width: 100%; height: 30px; margin: 0 auto;"></div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>С правилами экзамена ознакомлен и согласен Сопоставление номеров вариантов в задании и бланке регистрации подтверждаю Подпись участника ЕГЭ строго внутри окошка</p> </div> <div style="width: 35%; text-align: center;"> <p>Резерв - 5</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> </div> </div>		

[illegible]

Замена односторонних на заднюю типа А	1 2 3 4 А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1 2 3 4 А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1 2 3 4 А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Ресурсы - 6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Ресурсы - 7 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	А <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	

Результаты выполнения заданий типа В с ответом в краткой форме																			
B1																			
B2																			
B3																			
B4																			
B5																			
B6																			
B7																			
B8																			
B9																			
B10																			
B11																			
B12																			
B13																			
B14																			
B15																			
B16																			
B17																			
B18																			
B19																			
B20																			

Замена ошибочных ответов на задания типа В

[illegible]

Бланк ответов № 2

	Единственный государственный экзамен				
	Бланк ответов № 2				
	Регион	Код предмета	Название предмета	Номер варианта	
	Перепишите значения указанных выше полей из БЛАНКА РЕГИСТРАЦИИ. Отвечая на задания теста, пишите аккуратно и разборчиво, соблюдая разметку страницы. Не забудьте указать номер задания, на которое Вы отвечаете, например, С1 . Условия задания переписывать не нужно.				
ВНИМАНИЕ! Данный бланк использовать только совместно с двумя другими бланками из данного пакета					

При недостатке места для ответа используйте обратную сторону бланка

Пояснения к демонстрационному варианту контрольных измерительных материалов для проведения в 2012 году единого государственного экзамена по английскому языку

При ознакомлении с демонстрационным вариантом контрольных измерительных материалов для проведения в 2012 году единого государственного экзамена по английскому языку следует иметь в виду, что задания, включённые в данный вариант, не отражают всех элементов содержания, которые будут проверяться с помощью вариантов КИМ ЕГЭ в 2012 году. Полный перечень контролируемых элементов содержания приведён в Кодификаторе элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения в 2012 году единого государственного экзамена по английскому языку (документ размещен на сайте www.fipi.ru).

Назначение демонстрационного варианта заключается в том, чтобы дать возможность любому участнику ЕГЭ и широкой общественности составить представление о структуре экзаменационной работы, количестве заданий, их форме, уровне сложности. Система оценивания заданий с развёрнутым ответом, включённая в этот вариант, позволит составить представление о требованиях к полноте и правильности развёрнутого ответа.

Эти сведения помогут выпускникам выработать стратегию подготовки к ЕГЭ.

ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ КОНТРОЛЬНЫХ ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ ЕДИНОГО ГОСУДАРСТВЕННОГО ЭКЗАМЕНА 2012 ГОДА ПО АНГЛИЙСКОМУ ЯЗЫКУ

Инструкция по выполнению работы

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

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

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

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

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

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа записывается 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 A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. Perfume can't be a good present for many reasons.
2. Best presents are presents that create shared memories.
3. Practical presents are not good presents.
4. This sort of present can be good for everybody.
5. Good perfume is the best present that is always easy to get.
6. This present is a good way out, but not always perfect.
7. Think of a person's lifestyle while choosing a present.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите диалог. 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

Peter seldom goes to the library.

- 1) True 2) False 3) Not stated

A2

Peter is satisfied with his term studies.

- 1) True 2) False 3) Not stated

A3

Peter hopes to do as well in the course as his classmates.

- 1) True 2) False 3) Not stated

A4

Peter prefers to work at his computer at home.

- 1) True 2) False 3) Not stated

A5

Jane does not expect Peter to pass his language exam.

- 1) True 2) False 3) Not stated

A6

Jane has always been the best student in the group.

- 1) True 2) False 3) Not stated

A7

Jane has some problems with one of her subjects.

- 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, according to Michael Mitchell, is the biggest plus of Vintage Inns?
- 1) Picturesque locations.
 - 2) Nostalgic landlords and landladies.
 - 3) Tourists from all over the world.
- A9** What point does Michael Mitchell make about Vintage Inns' gardens?
- 1) They are perfect for any season.
 - 2) All Vintage Inns must have them.
 - 3) They are an alternative to dine in good weather.
- A10** Why does not Michael Mitchell do anything to advertise his inns?
- 1) They are close to local places of interest.
 - 2) They are not far from city centers.
 - 3) They are situated around London.
- A11** What is typical of all the Vintage Inns?
- 1) Traditional old style.
 - 2) Victorian design.
 - 3) Good food and atmosphere.
- A12** According to Michael Mitchell, Vintage Inns menus
- 1) preserve traditional style in cooking.
 - 2) modernize traditional dishes.
 - 3) offer mainly international food.
- A13** When is the menu likely to be more varied?
- 1) Saturdays.
 - 2) Weekdays.
 - 3) Sundays.
- A14** What is the booking policy of Vintage Inns?
- 1) It is not an accepted practice there.
 - 2) You need to book well in advance.
 - 3) Booking is possible only on Fridays.

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. При переносе ответов в задании B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.

Раздел 2. Чтение**B2**

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

1. Travel memories
2. Animal lover magazine
3. Travel to stars
4. Star dreams

5. Popular hobby
6. Family magazine
7. People and nature
8. Animals in danger

- A. Most people who spend a holiday travelling take a camera with them and photograph anything that interests them — sights of a city, views of mountains, lakes, waterfalls, men and women, children, ruins of ancient buildings, and even birds and animals. Later looking through their albums they will remember the happy time they have had, the islands, countries and cities they have seen.
- B. Of course, different people dream of different things. Someone wishes a calm and quiet life; others imagine their life as a never-ending adventure. The majority dream of something concrete: a villa in some warm place, an account in a Swiss bank, a splendid car... It's interesting to know what the dreams of people who already have all this are. Celebrities, as we know, never hide their unusual hobbies, and often shock us with their extravagant behaviour.
- C. It is Junior Baseball Magazine's mission to provide information that enhances the youth baseball experience for the entire family. The player improves his skills and is more successful. The family enjoys the activity more and shares this precious time in their life. Junior Baseball emphasizes good sportsmanship, safety, physical fitness and wholesome family values.
- D. The seas are in danger. They are filled with poison like industrial, nuclear and chemical waste. The Mediterranean Sea is already nearly dead; the North Sea is following it. The Aral Sea is on the brink of extinction. If nothing is done about it, one day nothing will be able to live in the seas. Every ten minutes one species of animal, plant or insect dies out forever.
- E. Lots of people all over the world enjoy collecting stamps. Stamps are like little pictures. Very often they show the flowers or the trees which grow in this or that country, or they can show different kinds of transport of the country. Stamps may also have portraits of famous people on them. Some stamps show art work from the history of the country.
- F. "Friend" is the title of my favourite magazine. It consists of 70 pages, with lots of colourful and bright pictures and provides interesting and useful information for people who love animals. The magazine includes numerous articles devoted to various topics connected with domestic animals, ways to take care of them, pet food, animal health and many other topics crucial for any animal lover.

G. People are beginning to realize that environmental problems are not just somebody else's. Many people join and support various international organizations and green parties. Human life is the most important, and polluted air, poisoned water, wastelands, noise, smoke, gas, exhaust all influence not only nature but people themselves. Everything should be done to improve ecological conditions on our planet.

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.

Mobile phones

On New Year's Day, 1985, Michael Harrison phoned his father, Sir Ernest, to wish him a happy new year. Sir Ernest was chairman of Racal Electronics, the owner of Vodafone, A _____.

At the time, mobile phones weighed almost a kilogram, cost several thousand pounds and provided only 20 minutes talktime. The networks themselves were small; Vodafone had just a dozen masts covering London. Nobody had any idea of the huge potential of wireless communication and the dramatic impact B _____.

Hardly anyone believed there would come a day when mobile phones were so popular C _____. But in 1999 one mobile phone was sold in the UK every four seconds, and by 2004 there were more mobile phones in the UK than people. The boom was a result of increased competition which pushed prices lower and created innovations in the way that mobiles were sold.

When the government introduced more competition, companies started cutting prices to attract more customers. Cellnet, for example, changed its prices, D _____. It also introduced local call tariffs.

The way that handsets themselves were marketed was also changing and it was Finland's Nokia who made E _____. In the late 1990s Nokia realized that the mobile phone was a fashion item: so it offered interchangeable covers which allowed you to customize and personalize your handset.

The mobile phone industry has spent the later part of the past decade reducing its monthly charge F _____, which has culminated in the fight between the iPhone and a succession of touch screen rivals.

1. trying to persuade people to do more with their phones than just call and text
2. that there would be more phones in the UK than there are people
3. and relying instead on actual call charges
4. that mobile phones would have over the next quarter century
5. the leap from phones as technology to phones as fashion items
6. and his son was making the first-ever mobile phone call in the UK
7. the move to digital technology, connecting machines to wireless networks

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.

Llandudno

Llandudno is truly a fine and handsome place, built on a generously proportioned bay and lined along its broad front with a huddle of prim but gracious nineteenth-century hotels that reminded me in the fading light of a lineup of Victorian nannies. Llandudno was purpose-built as a resort in the mid-1800s, and it cultivates a nice old-fashioned air. I don't suppose that Lewis Carroll, who famously strolled this front with little Alice Liddell in the 1860s, would notice a great deal of change today.

To my consternation, the town was packed with weekend pensioners. Buses from all over were parked along the side streets, every hotel I called at was full, and in every dining room I could see crowds — *veritable oceans* — of nodding white heads spooning soup and conversing happily. Goodness knows what had brought them to the Welsh seaside at this bleak time of year.

Farther on along the front there stood a clutch of guesthouses, large and virtually indistinguishable, and a few of them had vacancy signs in their windows. I had eight or ten to choose from, which always puts me in a mild fret because I have an unerring instinct for choosing badly. My wife can survey a row of guesthouses and instantly identify the one run by a white-haired widow with a fondness for children, and sparkling bathroom facilities, whereas I can generally count on choosing the one run by a guy with a grasping manner, and the sort of cough that makes you wonder where he puts the phlegm. Such, I felt, would be the case tonight.

All the guesthouses had boards out front listing their many amenities — *COLOUR TV, HOSPITALITY TRAYS, FULL CENTRAL HEATING*, and the coyly euphemistic *EN SUITE ALL ROOMS*, meaning private bathrooms. One place offered satellite TV and a trouser press, and another boasted *CURRENT FIRE CERTIFICATE* — something I had never thought to look for in a B&B. All this heightened my sense of unease and doom. How could I possibly choose intelligently among such a variety of options?

I selected a place that looked reasonable enough from the outside — its board promised a color TV and coffee making facilities, about all I require these days for a Saturday night — but from the moment I set foot in the door I knew it was a bad choice. I was about to turn and flee when the owner emerged from a back room and stopped my retreat with an unenthusiastic "Yes?" A short conversation revealed that a single room with breakfast was for £19.50. It was entirely out of the question that I would stay the night in such a dismal place at such an exorbitant price, so I said, "That sounds fine," and signed in. Well, it's so hard to say no.

My room was everything I expected it to be — cold and cheerless with laminated furniture, grubbily matted carpet, and those mysterious ceiling stains that bring to mind a neglected corpse in the room above. There was a tray of coffee things but the cups were disgusting, and the spoon was stuck to the tray.

The bathroom, faintly illuminated by a distant light activated by a length of string, had curling floor tiles and years of accumulated dirt packed into every corner. I peered at the yellowy tile around the bath and sink and realized what the landlord did with his phlegm. A bath was out of the question, so I threw some cold water on my face, dried it with a towel that had the texture of shredded wheat, and gladly took my leave.

- A15** Llandudno is described as a
- 1) fashionable 19th century resort.
 - 2) beautiful growing resort.
 - 3) place where Lewis Carroll lived.
 - 4) place famous for its comfortable hotels.
- A16** The phrase “*veritable oceans*” in paragraph 2 refers to
- 1) hotel dining rooms.
 - 2) hotel guests wearing white hats.
 - 3) old people dining in cafes.
 - 4) buses crowded with old Welsh people.
- A17** When choosing a guesthouse the narrator was worried because he
- 1) wasn't good at making the right choice.
 - 2) could not find a place run by a kind old widow.
 - 3) did not know what to look for.
 - 4) missed his wife for help.
- A18** The narrator thought that the choice of a guesthouse used to be easier because
- 1) all hotels had a private bathroom.
 - 2) there were fewer options on offer.
 - 3) there were fewer guest houses.
 - 4) they were all of B&B type.
- A19** Why did the narrator agree to the room?
- 1) He felt sorry for the landlord.
 - 2) He could not refuse the offer.
 - 3) It was really cheap.
 - 4) There was a TV and a coffee maker.
- A20** Why was the bath out of the question?
- 1) The water was too cold.
 - 2) There was no hot water.
 - 3) The bathtub was dirty.
 - 4) There was no light.
- A21** What is the narrator's attitude towards the room he stayed in?
- 1) Surprised.
 - 2) Indifferent.
 - 3) Positive.
 - 4) Critical.

По окончании выполнения заданий В2, В3 и А15–А21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В2, В3, А15–А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.

Раздел 3. Грамматика и лексика

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

A Smart Boy

- B4** Mr. Jones and Mr. Brown worked in the same office. Their _____ were good friends. One day Mr. Jones invited _____ to Mr. Brown to a small party. Mr. Brown went into the other room and telephoned his wife. **WIFE**
- B5** When he came back Mr. Jones asked him, "Have you spoken to your wife already?"
"No, she _____ there when I phoned. My small son answered the phone. I asked him, "Is your mother there?" And he said, "She is somewhere outside". **NOT BE**
- B6** "Why is she outside?" I asked. "She _____ for me", he answered. **LOOK**

The Great Wall of China

- B7** The Great Wall of China runs for 6,700 kilometers from east to west of China. It is one of the _____ wonders of the world. **GREAT**
- B8** The Great Wall _____ in order to protect the country from 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 приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 – B16**, однокоренные слова, 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.

Amos

It wasn't unusual for Amos to go to Deravenels on Saturday, even though the offices were closed over the weekend. He **A22** _____ to go to tidy up his paperwork and do other small jobs he couldn't attend to during the week.

But on this Saturday morning he had a specific purpose when he arrived at the grand old building on the Strand. The uniformed doorman **A23** _____ Amos close his umbrella and take off his raincoat. Then he touched his cap and said, "Good morning, Mr. Finnister".

Amos had come to the office to **A24** _____ a few telephone calls. His first call was to the Royal London Hospital, Whitechapel, where he quickly discovered the records office was not open on weekends. He then dialed Ravenscar and was put through to Edward Deravenel.

"Good morning, Amos," Edward said. "I'm assuming you have some news for me." Amos then relayed all the information he had gathered the night before.

"Well done, Amos!" Edward exclaimed. "Thank you for going into all this **A25** _____. I knew I could depend **A26** _____ you. My wife will be happy as I am to know everything; it's been such a mystery all these years. To **A27** _____ the truth, I think that Grace Rose should also know what happened to her mother. It will finally put her mind at rest."

"I agree, sir. I will telephone you on Monday". Amos walked home, **A28** _____ no attention to the heavy rain. He felt happy.

- | | | | | |
|------------|------------|------------|------------|-------------|
| A22 | 1) held | 2) took | 3) used | 4) kept |
| A23 | 1) looked | 2) gazed | 3) stared | 4) watched |
| A24 | 1) take | 2) do | 3) make | 4) give |
| A25 | 1) worry | 2) trouble | 3) bother | 4) mess |
| A26 | 1) at | 2) on | 3) in | 4) of |
| A27 | 1) tell | 2) speak | 3) say | 4) talk |
| A28 | 1) turning | 2) paying | 3) drawing | 4) bringing |

По окончании выполнения заданий В4–В16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В4–В16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях В4–В16 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:

*Last month our class went to Washington to visit the National Museum of American History. It was my first visit there and it was fun! How often do you go to museums with your class, if at all? Which museum is your favourite or what museum would you like to visit? Why do you think people should go there?
This summer we plan to go hiking with my parents.*

Write a letter to Tom.

In your letter
answer his questions
ask **3 questions** about his summer plans

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 extreme sports help to build character.

What is your opinion? Do you agree with this statement?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в Бланк ответов № 1.

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, 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 A

For any celebration you have so many people to give presents to: your mates, parents, relatives. It creates a problem of choosing an original present. I think everybody is so tired of traditional gifts! To my mind, the simplest way out is accessories. They are always different and can suit everybody. For family members it may seem a good investment if it's expensive enough and it may definitely help your friends look great at a party!

Speaker B

As for me, I dislike pragmatic, domestic gifts. They may be useful, of course, but when you get a present, you expect a surprise, not a new kind of washing powder. I do not understand people who are happy to get kitchen towels, cups, dishes or anything like that. If you do not have any innovative ideas, buy some perfume or flowers — they are not practical, they are pleasant.

Speaker C

Honestly speaking, I'd be glad to get a weekend camping tour even to a local place of interest. It would be the best present and the worst is perfume. Perfume is the ultimate in personal gifts, even more than accessories. What scent a person chooses is unique and usually very subjective. It also looks like a last-minute decision which may seem impolite, unless you are absolutely sure in your choice, which, as I said is a rare case.

Speaker D

Giving and receiving presents can be stressful. A picky person can dislike some gifts or even worse — give them to somebody else. Horrible! So I found a perfect way out — a gift certificate. For

anyone who likes shopping it is ideal and you don't waste time trying to find something special. But there are disadvantages about a gift certificate too. A person may think that you just didn't want to be bothered and get offended, so it's not a universal present after all.

Speaker E

If you can afford it, try not to give things, but experiences as a present. It is not necessarily something very expensive. Tickets to the first night performance or to a new exhibition in an art gallery, or anywhere else will do fine. It is even better if you can go there together and share these experiences. Take a camera with you and take pictures! Such a present will leave long-standing memories which are dear themselves.

Speaker F

Living in a high-tech world, it would not be unusual to buy gadgets as a present. If your friend commutes, it can be an iPod, if your friend is very busy— an electronic organizer will be an excellent idea. There are millions of choices and they are not expensive either. Such a present can show the person exactly how much thought you put into choosing the perfect gift taking into account his or her way of life and needs.

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

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

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

Задания A1–A7

Вы услышите диалог. 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.

Jane: Hello, Peter! What are you doing here in the library? I often come to the reading room but I have never seen you here before!

Peter: Hello, Jane. That's right — you could not have possibly seen me here. I come round to change my books or look through some journals now and then during the term time, but that is it. The end of the term is different, of course.

Jane: Why so?

Peter: Well, you know, the exams are coming and I am getting a bit nervous.

Jane: Have you missed many classes then?

Peter: Not many, really, but the fact is that I did just the bare minimum even for my major! There is a lot of information which went over my head completely. My group mates have lent me their notes but they are of very little use. They are really brief, as a rule, so I cannot make out a single thing of them!

Jane: So, you have missed not classes, but opportunities if I can put it this way.

Peter: I guess you can. Do you think I will be able to catch up with the rest of the group? I doubt it. I have been using my computer much to put all the information in proper schemes and tables but that does not seem to be helping much.

Jane: It is totally up to you! If you are determined to succeed, you will have to spend days and nights with books and your computer.

Peter: What worries me is the language course. It seems totally impossible!

Jane: Yes, that will be the most difficult one for you. You simply cannot expect to take in all the words and grammar rules in just a few nights.

Peter: Do you think I will fail it then?

Jane: Peter, be more optimistic! If the teacher sees you have tried to do at least something, she will appreciate it, I am sure.

Peter: Thank you, Jane; you are such a good friend! How about you? Are you ready for your exams? I bet you are!

Jane: Actually, I am not so sure about Literature. I think I am on the teacher's blacklist for not meeting deadlines with some of the essays.

Peter: You will pass, do not worry!

Jane: Well, let us hope for the best!

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.

Presenter: With us in the studio today we have the owner of famous British Vintage Inns. Good afternoon, Mr. Mitchell.

Michael Mitchell: Good afternoon, but, please, call me Michael.

Presenter: So, Michael, what is so special about Vintage Inns for Englishmen or tourists?

Michael Mitchell: I must say one of our greatest advantages is that we are in really prime places. Imagine a summer's day, a river gently flowing past as you enjoy a light lunch or an evening meal with friends. Or, maybe, it is winter and you sit in front of a log fire. Our inns are always in a quaint village in the heart of the English countryside which makes it attractive for both nostalgic British people and enthusiastic tourists.

Presenter: As I understand, most of your inns have their own gardens.

Michael Mitchell: Yes, it is certainly true. They are every bit as pleasant as the places the inns are in — ideal for a meal in fine weather, which is, of course, seasonal.

Presenter: Still, competition is high in your sphere. Being not so close to centers of big cities, what do you do to make sure people will drive specially to you?

Michael Mitchell: Actually, I do nothing special to attract potential customers. You see, I do not have to as the inns are generally located in places worth visiting and many are close to enchanting walks. Very often there is a Vintage Inn close to a stately home or a historic village or another tourist attraction. What could be a better way to spend a day off with your family? Even London pubs cannot offer this.

Presenter: Any chain store risks becoming boring for clients as they all look exactly the same. What do you think about this opinion?

Michael Mitchell: I'd like to say that every Vintage Inn is different, but they are all the same. All our inns will definitely offer the same high quality menu and standards of service. All our landlords and ladies share the same passion for 'getting it right'. However, each Vintage Inn has its own unique character. You will discover thatched roofs, soft, natural slate, buildings of hewn stone. There are Tudor, Georgian, Victorian and many more styles of architecture, including modern ones.

Presenter: What about food in Vintage Inns?

Michael Mitchell: What we offer is best described as leaning towards traditional home style cooking but with a contemporary twist. Still, we do allow the best of great food from around the world to add a little influence on what we do. Many of our dishes are our own creation — and all dishes are designed to look tempting and great on the plate.

Presenter: Is there a difference between an afternoon menu and an evening one?

Michael Mitchell: Well, on working days at lunch time you can choose anything from a range of sandwiches to full three-course meals. Our evening meals also offer lighter choices but includes fish, chicken, pasta, salads, steaks and pies too. On Sundays we include a choice of traditional roasts and puddings.

Presenter: What is your booking policy? You must have a long line of people wishing to visit your places!

Michael Mitchell: I know many people prefer to book for their Friday dinner well beforehand. Nevertheless, in fact, at Vintage Inns you cannot book! That is because we are always ready to welcome you — seven days a week. Just turn up and we will make you feel welcome, even if you choose to come at the busiest time. As soon as a table is vacant, you can have it.

Presenter: Thank you, Michael.

Michael Mitchell: Pleasure.

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

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

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

(Pause 15 seconds.)

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.

ОТВЕТЫ

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

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

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

<u>Аудирование</u>	
B1	431627

<u>Чтение</u>	
B2	1468527
B3	642153

<u>Грамматика и лексика*</u>	
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.

**СХЕМЫ ОЦЕНИВАНИЯ ВЫПОЛНЕНИЯ ЗАДАНИЙ
РАЗДЕЛА «ПИСЬМО» (2012 Г.) (МАКСИМУМ 20 БАЛЛОВ ЗА ВЕСЬ РАЗДЕЛ)**

Критерии оценивания выполнения задания С1 (максимум 6 баллов)

Баллы	Решение коммуникативной задачи	Организация текста	Языковое оформление текста
	К1	К2	К3
2	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании (даны полные ответы на все вопросы, заданы три вопроса по указанной теме); 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 верно разделен на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка.	Используемый словарный запас и грамматические структуры соответствуют поставленной задаче; орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 2-х негрубых лексико-грамматических ошибок или (и) не более 2-х негрубых орфографических и пунктуационных ошибок).
1	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании (более одного аспекта раскрыто не полностью или один аспект полностью отсутствует); встречаются нарушения стилевого оформления речи или (и) принятых в языке норм вежливости.	Высказывание не всегда логично; имеются недостатки/ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы нелогично/отсутствует; имеются отдельные нарушения принятых норм оформления личного письма.	Имеются лексические и грамматические ошибки, не затрудняющие понимание текста; имеются орфографические и пунктуационные ошибки, не затрудняющие коммуникацию (допускается не более 4-х негрубых лексико-грамматических ошибок или (и) не более 4-х негрубых орфографических и пунктуационных ошибок).
0	Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании, или (и) не соответствует требуемому объёму.	Отсутствует логика в построении высказывания; принятые нормы оформления личного письма не соблюдаются.	Понимание текста затруднено из-за множества лексико-грамматических ошибок.

Примечание. При получении экзаменуемым 0 баллов по критерию «Решение коммуникативной задачи» всё задание оценивается в 0 баллов.

Критерии оценивания выполнения задания С2 (максимум 14 баллов)

Баллы	Решение коммуникативной задачи	Организация текста
	К1	К2
3	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно (соблюдается нейтральный стиль).	Высказывание логично, структура текста соответствует предложенному плану; средства логической связи использованы правильно; текст разделен на абзацы.
2	Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи.	Высказывание в основном логично, имеются отдельные отклонения от плана в структуре высказывания; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы.
1	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто.	Высказывание не всегда логично, есть значительные отклонения от предложенного плана; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует.
0	Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании, или (и) не соответствует требуемому объёму, или (и) более 30% ответа носит непродуктивный характер (т.е. текстуально совпадает с опубликованным источником или с другими экзаменационными работами).	Отсутствует логика в построении высказывания; предложенный план ответа не соблюдается.

Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3	К4	К5
3	Используемый словарный запас соответствует поставленной коммуникативной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной коммуникативной задачей. Практически отсутствуют ошибки (допускается 1–2 негрубые ошибки).	
2	Используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении слов (2–3), либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста (не более 4-х).	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
1	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста (не более 4-х).	Многочисленны ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста (допускается 6–7 ошибок в 3–4 разделах грамматики).	Имеется ряд орфографических или (и) пунктуационных ошибок, в том числе те, которые значительно затрудняют понимание текста (не более 4-х).
0	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются, ошибки затрудняют понимание текста.	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 «Решение коммуникативной задачи» всё задание оценивается в 0 баллов.

ПОРЯДОК ОПРЕДЕЛЕНИЯ ПРОЦЕНТА ТЕКСТУАЛЬНЫХ СОВПАДЕНИЙ В ЗАДАНИИ С2

При оценивании задания С2 особое внимание уделяется способности экзаменуемого продуцировать развёрнутое письменное высказывание. Если более 30% ответа носит непродуктивный характер (т.е. текстуально совпадает с опубликованным источником или с другими экзаменационными работами), то выставляется 0 баллов по критерию «Решение коммуникативной задачи» и, соответственно, всё задание оценивается в 0 баллов.

Текстуальным совпадением считается дословное совпадение отрезка письменной речи длиной 10 слов и более.

Выявленные текстуальные совпадения суммируются и при превышении ими 30% общего числа слов в ответе, работа оценивается в 0 баллов.

ПОРЯДОК ПОДСЧЕТА СЛОВ В ЗАДАНИЯХ РАЗДЕЛА «ПИСЬМО»

При оценивании заданий раздела «Письмо» (С1–С2) следует учитывать такой параметр, как объём письменного текста, выраженный в количестве слов. Требуемый объём для личного письма С1 — 100–140 слов; для развёрнутого письменного высказывания С2 — 200–250 слов. Допустимое отклонение от заданного объёма 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 объёма 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 объёму. 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 объёма 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 подсчёту. При этом:

- стяжённые (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.

Варианты экзамена в формате ЕГЭ

ВАРИАНТ 1

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

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

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

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

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

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

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

Общее время проведения экзамена — 160 минут.

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

Желаем успеха!

Раздел 1. Аудирование

B1

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

1

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

Говорящий	1	2	3	4	5	6
Утверждение						

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

A1

Alice is going shopping for carbonated water.

- 1) True 2) False 3) Not stated

A2

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

- 1) True 2) False 3) Not stated

A3

They need more soap and toothpaste.

- 1) True 2) False 3) Not stated

A4

Alice is inexperienced in making electrical repairs.

- 1) True 2) False 3) Not stated

A5

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

- 1) True 2) False 3) Not stated

A6

Dad believes even slow moving traffic is dangerous.

- 1) True 2) False 3) Not stated

A7

Alice's brother Michael also rides a bike.

- 1) True 2) False 3) Not stated

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

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

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

Раздел 2. Чтение

B2

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

- | | |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>1. Thoughtless behaviour</p> <p>2. Benefits of private business</p> <p>3. Too complicated to use</p> <p>4. Bad for business</p> | <p>5. Science brings hope</p> <p>6. Road incident</p> <p>7. More parking places</p> <p>8. Personal choice</p> |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
- A. City centre parking is expensive and many important roads are now closed to private transport. This would be fine — if public transport was cheap and convenient, but it is neither. The result is that people are avoiding the city centre so restaurants, cinemas and shops are closing.
- B. The motorcyclist drew along side and I heard abusive language as he banged on the car roof. I immediately locked the car doors and tried to work out what was wrong. He then shouted that I had almost collided with him. Truth to tell — I didn't see him until now. I tried to apologize but he wouldn't listen.
- C. They now have cars that run on electricity, solar power and even on vegetable oil. New petrol engines are super efficient and make less harmful emissions. More people are working from home because of advances in communication technology and computer security. At last we have some grounds for optimism.
- D. As she approached the traffic lights the driver in front of her tipped out a mess of fast food boxes, polystyrene cups and chip bags. She pressed her horn angrily. "Why don't people consider what they do", she wondered helplessly. "Someone will have to clear this up and we all have to pay for it."
- E. Sarah has worked for herself more than 10 years now. It had been risky but now her interior decoration business is a success. She loves being her own boss. It constantly amazes her that her friends in big corporations believe they have job security. How can they think this way when these companies are constantly firing people to make bigger profits?
- F. It was not easy deciding. It never is when buying a new car. Reliability and comfort are big issues as are fuel economy, maintenance and so forth. A car has to feel right as well. Price and value for money are also critical. But in the end Ralph made his decision confident that it was just the right one for him.
- G. Jane studied the small print. To make a successful insurance claim for her accident she needed so much information. Several complicated forms took hours to complete. She then needed three independent quotations, a witness statement, and a police statement and after everything she still had to pay the first \$500 anyway.

A	B	C	D	E	F	G

В3

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

Chocolate

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

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

A	B	C	D	E	F

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

Keeping busy

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

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

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

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

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

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

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

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

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

Раздел 3. Грамматика и лексика

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

Two Friends

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

Dr Who

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

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

A Typical Day

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

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

The Best Breakfast in the World

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

That the “full English” (FE) contains both bacon and eggs is **A24** dispute. After this there are different schools of thought. Sausage, mushrooms, beans, black pudding, fried tomatoes and toast are often **A25** in different line ups and combinations competing for the best, all time classic FE. These are **A26** in different portions and styles and a decent breakfast is the almost guaranteed outcome. But an FE on Arundel Road beats all contenders for the best FE in the world because it includes ALL of these ingredients in **A27** quantities! They also serve hot toast on traditional toast racks with real butter. But best of all, each customer is served their own pot of traditional English tea (with tea cozy) which may be drunk with milk or cream. And all of this is offered for just £5 per person — and with a newspaper included! The Greasy Spoon is popular with working people and students alike. It opens early during the week for the lorry drivers and on Sunday mornings **A28** families come in and spend half the day there.

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

По окончании выполнения заданий В4–В16, А22–А28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В4–В16, А22–А28 располагаются в разных частях бланка. При переносе ответов в заданиях В4–В16 буквы записываются без пробелов и знаков препинания.

Раздел 4. Письмо

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

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

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

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

C1 You have 20 minutes to do this task.

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

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

Write a letter to Mike.

In your letter

answer his questions

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

Write **100—140 words**.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

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

What is your opinion?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

ВАРИАНТ 2**ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

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

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

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

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

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

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

Общее время проведения экзамена — 160 минут.

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

Желаем успеха!

Раздел 1. Аудирование

B1

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

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

Говорящий	A	B	C	D	E	F
Утверждение						

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

A1

James prefers Paris to Nice.

- 1) True 2) False 3) Not stated

A2

Katie thinks that it is good to have countryside nearby.

- 1) True 2) False 3) Not stated

A3

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

- 1) True 2) False 3) Not stated

A4

James thinks Katie's brother made a better choice.

- 1) True 2) False 3) Not stated

A5

James booked an expensive restaurant without consulting Katie.

- 1) True 2) False 3) Not stated

A6

James has eaten at La Cambuse before.

- 1) True 2) False 3) Not stated

A7

They plan to be up all night.

- 1) True 2) False 3) Not stated

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

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

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

Раздел 2. Чтение

B2

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

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

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

- F. Paris Hilton is a famous socialite, media personality, actress, model and singer. In 2007 her grandfather Barron Hilton pledged 97% of his estate — a value of more than 2 billion US dollars — to a charitable foundation. Many now believe that Paris and the other grandchildren have had their potential inheritance sharply reduced. Others have commented that this news was unlikely to change her future life style.
- G. Andy always travels well equipped for any potential possibility. He has a sewing repair kit and a small medical kit with aspirin. These are, I suppose, perfectly sensible. But what about a ball of string, tape measure, masking tape, Swiss army penknife, disposable cutlery, disinfectant, dry bags and an inflatable back rest? Andy says you never know what might happen and it's always best to be prepared.

A	B	C	D	E	F	G

B3

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

Reality TV

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

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

A	B	C	D	E	F

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

Lucky Break

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

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

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

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

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

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

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

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

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

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

Раздел 3. Грамматика и лексика

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

Scottish Castle

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

Restaurant with a Difference

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

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

Advantages of a regular homework

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

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

A night at the Museum

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

They filled in an online **A24** form and became “members”. This means they get free magazines called “Evolve” and “Second Nature”, get fast track entry to special exhibitions and they get invited to previews, workshops, talks and special **A25**. They even get to use the special member’s room where there are free refreshments, magazines and internet access. It **A26** them £56 for the year but they felt it was really good value for money.

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

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

По окончании выполнения заданий В4–В16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В4–В16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях В4–В16 буквы записываются без пробелов и знаков препинания.

Раздел 4. Письмо

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

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

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

C1 You have 20 minutes to do this task.

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

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

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

Write a letter to Lisa.

In your letter

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

Write 100–140 words.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

The best things in life are free.

What is your opinion?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

ВАРИАНТ 3

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

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

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

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

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

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

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

Общее время проведения экзамена — 160 минут.

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

Желаем успеха!

Раздел 1. Аудирование

B1

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

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

Говорящий	A	B	C	D	E	F
Утверждение						

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

A1

Ivy previously believed she could never learn to use computers.

- 1) True 2) False 3) Not stated

A2

Ivy's husband Fred is impressed by Paul.

- 1) True 2) False 3) Not stated

A3

Fred has been on a computer course before.

- 1) True 2) False 3) Not stated

A4

Paul refused to take Fred as his trainee.

- 1) True 2) False 3) Not stated

A5

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

- 1) True 2) False 3) Not stated

A6

CLAIT is easier than the Office Skills course.

- 1) True 2) False 3) Not stated

A7

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

- 1) True 2) False 3) Not stated

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

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

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

Раздел 2. Чтение

B2

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

- | | |
|------------------------|-----------------------------|
| 1. Naturally different | 5. Small differences |
| 2. Big age difference | 6. No difference at all |
| 3. Different opinions | 7. Different rules |
| 4. Different ambitions | 8. Learning to be different |

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

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

A	B	C	D	E	F	G

B3

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

Mikhail Lomonosov and Moscow State University

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

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

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

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

A	B	C	D	E	F

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

FAMILY MEAL TIMES

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

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

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

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

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

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

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

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

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

Раздел 3. Грамматика и лексика

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

SPORTS DAY

- | | | |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B4</div> | <p>Our school used to have a ritual day of torture, embarrassment and humiliation for the less athletic pupils at the school. It _____ Sports Day.</p> | <p>CALL</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B5</div> | <p>There were many spectators: parents, teachers and classmates were all there to cheer and applaud the _____, fastest and most successful athletes in the school.</p> | <p>FIT</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B6</div> | <p>For useless athletes like me, these were the worst days of our school lives. However, I eventually developed a strategy that made it a little _____. I took up throwing the hammer.</p> | <p>GOOD</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B7</div> | <p>Amazingly I became quite good at it. Finally, on my last Sports Day — two days before my last ever school day — I came _____ in the Hammer Throw, stood on a podium and was presented with a bronze medal!</p> | <p>THREE</p> |

International Summer School Cultural Programme

- | | | |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B8</div> | <p>Even if you come to our Summer school only to study English, your visit to the UK would not be complete without a trip to London. Our students will have time to see the sights and absorb the atmosphere as they spend _____ last night in this fabulous city.</p> | <p>THEY</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B9</div> | <p>All our students enjoy two day trips each week, _____ cultural sites as well as much more cheerful attractions. All of the trips last a full day, so there is plenty of time for the students to experience everything.</p> | <p>VISIT</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B10</div> | <p>We also offer a wide range of fun activities with our English PLUS program, but these _____ in the basic course price, but can be a great way to learn new skills while practicing English.</p> | <p>NOT
INCLUDE</p> |

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

New Tourism in France

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

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

The storybook wolf

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

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

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

По окончании выполнения заданий В4–В16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В4–В16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях В4–В16 буквы записываются без пробелов и знаков препинания.

Раздел 4. Письмо

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

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

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

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

C1 You have 20 minutes to do this task.

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

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

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

— Write a letter to Charlie.

In your letter

— answer his questions

— ask **3 questions** about the band competition

Write 100–140 words.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

Education polishes good natures and corrects bad ones.

What is your opinion?

Write 200–250 words.

Use the following plan:

— make an introduction (state the problem)

— express your personal opinion and give 2-3 reasons for your opinion

— express an opposing opinion and give 1-2 reasons for this opposing opinion

— explain why you don't agree with the opposing opinion

— make a conclusion restating your position

ВАРИАНТ 4**ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

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

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

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

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

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

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

Общее время проведения экзамена — 160 минут.

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

Желаем успеха!

Раздел 1. Аудирование

B1

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

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

Говорящий	A	B	C	D	E	F
Утверждение						

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

A1 Katie's initial view about Paul's summer plans is entirely positive.

- 1) True 2) False 3) Not stated

A2 Katie enjoys department store work.

- 1) True 2) False 3) Not stated

A3 They finally agree that there is no excuse for not being computer literate.

- 1) True 2) False 3) Not stated

A4 In the summer Paul will work individually with every trainee.

- 1) True 2) False 3) Not stated

A5 Paul has been a volunteer before.

- 1) True 2) False 3) Not stated

A6 Katie never volunteered for anything.

- 1) True 2) False 3) Not stated

A7 Paul believes they share the same motives for their summer holidays.

- 1) True 2) False 3) Not stated

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

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

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

Раздел 2. Чтение

B2

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

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

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

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

A	B	C	D	E	F	G

B3

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

Window Shopping

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

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

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

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

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

A	B	C	D	E	F

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

Crash Landing

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

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

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

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

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

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

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

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

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

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

Раздел 3. Грамматика и лексика

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

International Summer School in London

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

A Typical School Day

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

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

Repin

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

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

New Family Member

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

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

По окончании выполнения заданий В4–В16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В4–В16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях В4–В16 буквы записываются без пробелов и знаков препинания.

Раздел 4. Письмо

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

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

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

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

C1 You have 20 minutes to do this task.

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

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

Write a letter to David.

In your letter

answer his questions

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

Write **100–140 words**.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

Good clothes open all doors.

What is your opinion?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

ВАРИАНТ 5

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

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

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

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

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

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

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

Общее время проведения экзамена — 160 минут.

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

Желаем успеха!

Раздел 1. Аудирование

B1

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

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

Говорящий	A	B	C	D	E	F
Утверждение						

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

A1

It took Alice nearly four hours to get home.

- 1) True 2) False 3) Not stated

A2

Michael wanted to see the film "Avatar".

- 1) True 2) False 3) Not stated

A3

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

- 1) True 2) False 3) Not stated

A4

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

- 1) True 2) False 3) Not stated

A5

Alice is really enjoying her essay on Shakespeare.

- 1) True 2) False 3) Not stated

A6

Alice thinks that Michael should choose a red car.

- 1) True 2) False 3) Not stated

A7

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

- 1) True 2) False 3) Not stated

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

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

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

Раздел 2. Чтение

B2

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

1. Motivating opportunity
2. Books come first
3. Teachers to come first
4. Junk food — out

5. Numbers come first
6. Relevant for today
7. Learn by using
8. Fewer and worse

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

A	B	C	D	E	F	G

В3

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.

The Hotel

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

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

A	B	C	D	E	F

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

Kimbolton School

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

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

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

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

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

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

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

*По окончании выполнения заданий **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**.

California Summer Camp for Children

- | | | |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B4</div> | <p>When it comes to California summer camps for kids, Skylake Yosemite Summer Camp is the very best. This year the camp is celebrating _____ 66th season.</p> | <p>IT</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B5</div> | <p>If you _____ for a summer camp your kids will love, we invite you to consider Skylake.</p> | <p>LOOK</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B6</div> | <p>“We _____ in the California Sierra National Forest, on Bass Lake, just a few miles from the south gates of Yosemite National Park. Skylake Yosemite is the kind of summer camp kids love.</p> | <p>LOCATE</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B7</div> | <p>Our dock on Bass Lake offers a variety of fun-packed waterfront activities, _____ warm-water swimming, waterskiing and tubing, and canoes and kayaks. All staff members are First Aid Certified and have Water Safety Certifications.</p> | <p>INCLUDE</p> |

After School Clubs

- | | | |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B8</div> | <p>Last year I started a new school. We have lots of clubs and _____ at our school and we are supposed to be involved in quite a few after school.</p> | <p>SOCIETY</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B9</div> | <p>Some of them are pretty boring but it could be _____. At least there is a lot of choice and it can make a nice change from the unnatural quantities of homework or even from natural quantities of computer games and TV!</p> | <p>BAD</p> |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">B10</div> | <p>My favourite is the Drama Society. It is currently the _____ growing as our next production is “Much Ado About Nothing” and someone will get the chance to kiss Kim White on stage.</p> | <p>FAST</p> |

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

The Old Theatre

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

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

Christmas

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

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

По окончании выполнения заданий В4–В16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В4–В16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях В4–В16 буквы записываются без пробелов и знаков препинания.

Раздел 4. Письмо

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

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

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

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

C1 You have 20 minutes to do this task.

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

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

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

Write a letter to Jack.

In your letter

answer his questions

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

Write **100–140 words**.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

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

What is your opinion?

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Бланк ответов № 1

	<p>▶ Единый государственный экзамен</p> <p>▶ Бланк ответов № 1 </p>			
<p>Заполнять гелевой или капиллярной ручкой ЧЕРНЫМИ чернилами ЗАГЛАВНЫМИ ПЕЧАТНЫМИ БУКВАМИ по следующим образцам:</p> <p>А Б В Г Д Е Ё Ж З И Й К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Ъ Ы Ь Э Ю Я 1 2 3 4 5 6 7 8 9 0</p> <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ,</p>				
<p>Регион</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>	<p>Код предмета</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div>	<p>Название предмета</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px;"></div>	<p>С правилами экзамена ознакомлен и согласен Совпадение номеров вариантов в задании и бланке регистрации подтверждаю Подпись участника ЕГЭ строго внутри окошка</p>	<p>Резерв - 5</p> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px;"></div>

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

[illegible]

Замена ошибочных ответов на заданной типа A	1 2 3 4 A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Резерв - 6 Резерв - 7
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Результаты выполнения заданий типа В с ответом в краткой форме																											
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B18																											
B19																											
B20																											

Замена ошибочных ответов на задания типа В

[illegible]

Бланк ответов № 2

	Единый государственный экзамен			
	Бланк ответов № 2			
	Регион	Код предмета	Название предмета	
Перепишите значения указанных выше полей из БЛАНКА РЕГИСТРАЦИИ. Отвечая на задания теста, пишите аккуратно и разборчиво, соблюдая разметку страницы. Не забудьте указать номер задания, на которое Вы отвечаете, например, С1 . Условия задания переписывать не нужно.				
ВНИМАНИЕ! Данный бланк использовать только совместно с двумя другими бланками из данного пакета				

При недостатке места для ответа используйте обратную сторону бланка

Тексты аудиозаписей

ВАРИАНТ 1

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

Задание В1

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

Now we are ready to start.

Speaker 1

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

Speaker 2

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

Speaker 3

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

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

Speaker 4

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

Speaker 5

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

Speaker 6

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

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

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

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

(Pause 15 seconds.)

Задания A1–A7

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

Now we are ready to start.

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

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

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

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

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

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

Alice: I checked already and we have plenty.

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

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

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

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

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

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

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

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

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

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

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

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

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

(Pause 15 seconds.)

Задания А8–А14

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

Now we are ready to start.

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

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

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

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

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

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

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

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

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

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.

ВАРИАНТ 2

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

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке 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 have 6 pen pals in 6 countries! We are not really “pen” pals, as such, since we communicate via an internet site. We “chat” regularly about all our news but we are now involved in writing a novel. Each of us in turn adds 200 fresh words for the next to follow on from. We have no idea how the story will finish but we are having lots of fun developing the story and believe we are creating a bestseller!

Speaker 2

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

Speaker 3

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

Speaker 4

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

Speaker 5

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

Speaker 6

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

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

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

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

(Pause 15 seconds.)

Задания A1–A7

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

Now we are ready to start.

James: So are you glad we came?

Katie: I really am. Nice is so nice.

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

Katie: I do.

James: Especially being here with me — right?

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

James: You prefer Nice to Paris?

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

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

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

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

Katie: What have you done?

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

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

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

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

James: You are catching on girl.

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

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

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

(Pause 15 seconds.)

Задания A8–A14

Вы услышите рассказ о новых экстремальных видах спорта. 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.

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

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

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

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

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

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

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

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

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

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

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

(Pause 15 seconds.)

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.

ВАРИАНТ 3

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

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке 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 am trying to read at least one novel a month. It's part of my "intellectual" diet. The diet includes Music, TV and even Play Station but I try to keep a balance overall. There are times when I get seriously into a new writer and am distracted until I've read everything. On the other hand I can spend untold hours on Final Fantasy or some other game if it engages me. But as with a food diet, the odd chocolate binge won't hurt you as long as in the long run you get a good balance.

Speaker 2

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

Speaker 3

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

Speaker 4

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

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

Speaker 5

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

Speaker 6

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

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

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

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

(Pause 15 seconds.)

Задания A1–A7

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

Now we are ready to start.

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

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

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

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

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

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

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

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

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

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

Ivy: Which course will you be teaching in September?

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

Ivy: Then I'll begin with CLAIT.

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

Ivy: Where do I sign?

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

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

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

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

(Pause 15 seconds.)

Задания A8–A14

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

Now we are ready to start.

A difficult client

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

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

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

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

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

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

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

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

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

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

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.

ВАРИАНТ 4

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

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке 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

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

Speaker 2

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

Speaker 3

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

Speaker 4

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

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

Speaker 5

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

Speaker 6

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

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

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

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

(Pause 15 seconds.)

Задания A1–A7

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

Now we are ready to start.

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

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

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

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

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

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

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

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

Katie: I get the picture. Go on.

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

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

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

Katie: What do you mean?

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

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

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

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

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

(Pause 15 seconds.)

Задания А8–А14

Вы услышите рассказ о современной рекламе. 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.

Viral Advertising

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

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

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

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

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

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

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

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

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

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

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.

ВАРИАНТ 5

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

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке 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

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

Speaker 2

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

Speaker 3

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

Speaker 4

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

Speaker 5

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

Speaker 6

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

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

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

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

(Pause 15 seconds.)

Задания A1–A7

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

Now we are ready to start.

Alice: Hi Michael. How was your day?

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

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

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

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

Michael: Is that the 3D film?

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

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

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

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

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

Michael: Wow — that sounds like fun!

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

Michael: I was thinking of a metallic red actually

Alice: Very funny!

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

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

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

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

(Pause 15 seconds.)

Задания A8–A14

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

Now we are ready to start.

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

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

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

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

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

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

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

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

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

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

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

(Pause 15 seconds.)

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.

КЛЮЧИ К ЗАДАНИЯМ**Вариант 1**

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

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

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

<u>Аудирование</u>	
B1	FDCAEG

<u>Чтение</u>	
B2	4651283
B3	361524

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

Вариант 2

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

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

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

Аудирование	
B1	GFACEB

Чтение	
B2	8143752
B3	645173

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

Вариант 3

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

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

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

Аудирование	
B1	EDACGB

Чтение	
B2	8143752
B3	235146

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

Вариант 4

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

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

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

Аудирование	
B1	GADCEF

Чтение	
B2	6421587
B3	762534

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

Вариант 5

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

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

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

Аудирование	
B1	BDCAEG

Чтение	
B2	7415623
B3	471253

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

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

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