

ФЕДЕРАЛЬНЫЙ ИНСТИТУТ ПЕДАГОГИЧЕСКИХ ИЗМЕРЕНИЙ

ЕДИНЬЙ ГОСУДАРСТВЕННЬЙ ЭКЗАМЕН



РЕПЕТИЦИОННЬЕ ВАРИАНТЫ

АНГЛИЙСКИЙ ЯЗЫК

РУССКИЙ ЯЗЫК
МАТЕМАТИКА
ФИЗИКА
ХИМИЯ
БИОЛОГИЯ
ГЕОГРАФИЯ
ИСТОРИЯ
ОБЩЕСТВОЗНАНИЕ
ЛИТЕРАТУРА
ИНФОРМАТИКА
АНГЛИЙСКИЙ ЯЗЫК
НЕМЕЦКИЙ ЯЗЫК
ФРАНЦУЗСКИЙ ЯЗЫК

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ЕГЭ 2015

ФЕДЕРАЛЬНЫЙ ИНСТИТУТ ПЕДАГОГИЧЕСКИХ ИЗМЕРЕНИЙ

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**ЕДИНЫЙ
ГОСУДАРСТВЕННЫЙ
ЭКЗАМЕН
2015**

АНГЛИЙСКИЙ ЯЗЫК

6 вариантов

**Под редакцией
М.В. Вербицкой**



Москва
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Пособие предназначено для самостоятельной подготовки выпускников общеобразовательных школ к единому государственному экзамену (ЕГЭ) 2015 года по английскому языку и на занятиях по подготовке к экзамену в школе. Оно может быть использовано также для проведения внутришкольных репетиционных экзаменов в 11 классах.

Данное пособие содержит 6 вариантов экзаменационной работы, составленных в соответствии с проектом новой демоверсии контрольных измерительных материалов ЕГЭ 2015 года по английскому языку. Ко всем заданиям даны ответы и критерии оценивания.

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ВВЕДЕНИЕ

Данное пособие подготовлено специалистами Федерального института педагогических измерений (ФИПИ), членами федеральной комиссии разработчиков КИМ ЕГЭ по иностранным языкам, чтобы помочь выпускникам успешно подготовиться к ЕГЭ по английскому языку, а учителям эффективно организовать эту подготовку.

Пособие включает проекты «Спецификации контрольных измерительных материалов для проведения в 2015 году единого государственного экзамена по иностранным языкам (письменная часть)» и «Кодификатора элементов содержания и требований к уровню подготовки выпускников образовательных организаций для проведения единого государственного экзамена по английскому языку». Эти документы дают представление о структуре и содержании КИМ ЕГЭ по английскому языку, проверяемых умениях и навыках, уровне сложности заданий, а также тех нормативных документах, которые лежат в основе ЕГЭ.

Основная часть пособия – это 6 репетиционных вариантов КИМ ЕГЭ (письменная часть), которые по содержанию и структуре полностью соответствуют демонстрационному варианту КИМ ЕГЭ 2015 г. (письменная часть). Следует отметить, что в принципиальных содержательных изменений в КИМ ЕГЭ 2015 г. по сравнению с КИМ ЕГЭ 2014 г. нет, но есть изменения в формате заданий, их представлении, записи ответов в бланке ответов. Так, задания в варианте КИМ представлены в режиме сквозной нумерации без буквенных обозначений А, В, С. Таким образом, в работу по английскому языку включены 40 заданий. Из них 38 заданий с кратким ответом и 2 задания открытого типа с развернутым ответом. В экзаменационной работе предложены следующие разновидности заданий с кратким ответом:

- задания на выбор и запись одного или нескольких правильных ответов из предложенного перечня ответов;
- задания на установление соответствия позиций, представленных в двух множествах;
- задания на заполнение пропуска в связном тексте путем преобразования предложенной начальной формы слова в нужную грамматическую форму;
- задания на заполнение пропуска в связном тексте путем образования родственного слова от предложенного опорного слова.

Задания по аудированию А1–А7 с выбором ответа трансформированы в КИМ 2015 г. в задание 2 на установление соответствия с теми же объектами контроля.

Изменена форма записи ответа на каждое из заданий 3–9, 12–18, 32–38: в КИМ 2015 г. требуется записывать цифру, соответствующую номеру правильного ответа. Изменяется и бланк ответов №1, где уже не будет полей для ответов на задания А и В, а будет сплошная нумерация заданий (см. Инструкцию по выполнению работы).

В целом, КИМ ЕГЭ по английскому языку, как и прежде, нацелен на объективное установление уровня иноязычной коммуникативной компетенции экзаменуемого, т.е. контроль его умений и навыков в разных видах речевой деятельности, его владение разными стратегиями аудирования и чтения, навыками оперирования грамматическими формами и лексическими единицами в коммуникативно-значимом контексте.

Хочется подчеркнуть, что если учащийся прилежно занимался английским языком все годы обучения в школе, выполнял домашние задания и тренировочные упражнения, работал со словарями, пополнял свой лексический запас, читали тексты на английском языке (адаптированные книжки, страницы в Интернете и т.д.), то ему будет легче подготовиться к экзамену. Если абитуриент только сейчас понял, что английский язык нужен для дальнейшей учебы и работы, то будет труднее нагнать упущенное, потребуется больше времени и усилий, но это тоже выполняемая задача.

Данное пособие может быть эффективно использовано как учителями для работы в классе и домашних заданий, так и самими школьниками для самостоятельной подготовки к ЕГЭ. Для начала рекомендуется провести пробный экзамен: школьнику – сесть за письменный стол на 180 минут и выполнить полностью один экзаменационный вариант, не заглядывая в ключи, не пользуясь словарями и не обращаясь к помощи Интернета. Потом сверить свои ответы с ключами и разобраться в ошибках. Будет определенная сложность в самопроверке заданий С1–С2, но если вы критически отнесетесь к своему письменному творчеству и оцените его на основе критериев и дополнительных схем оценивания, то все-таки получите представление о возмож-

ных баллах. Учителю рекомендуется дать учащимся такое же домашнее задание и затем на уроке подробно проанализировать трудности и ошибки.

Подобный пробный экзамен поможет выявить индивидуальные пробелы и типичные ошибки и покажет, на что надо обратить внимание в первую очередь.

До сих пор ЕГЭ по английскому языку проводился только в письменной форме. В настоящее время планируется введение в 2015 г. устной части экзамена, разработана концепция устного части ЕГЭ в новой, компьютеризированной форме без участия экзаменатора-собеседника. Предполагается, что в 2015 устная часть будет сдаваться по выбору учащегося. На момент подготовки данного пособия другой официальной информации не было. Рекомендуется следить за новостями ЕГЭ на новом сайте ФИПИ <http://new.fipi.ru>.

Хочется верить, что данное пособие будет полезно как выпускникам и абитуриентам, желающим получить полное представление о содержании экзамена и всех типах заданий, входящих в состав КИМ ЕГЭ по английскому языку, так и учителям, которые смогут использовать репетиционные варианты и отдельные задания из них для эффективной подготовки учащихся к ЕГЭ, а также для организации различных форм текущего и обобщающего контроля.

Авторы

ЭКЗАМЕНАЦИОННАЯ РАБОТА И ЕЕ ВЫПОЛНЕНИЕ

ПЛАН ЭКЗАМЕНАЦИОННОЙ РАБОТЫ

Обобщенный план экзаменационной работы приводится в приложении 1 к Спецификации. Мы приводим его здесь, чтобы анализ плана экзаменационной работы и комментарии к нему было удобней читать.

План варианта КИМ ЕГЭ 2015 года по английскому языку

Уровни сложности заданий: Б – базовый; П – повышенный; В – высокий.

№ задания	Проверяемые элементы содержания	Коды проверяемых элементов содержания по кодификатору	Уровень сложности задания	Максимальный балл за выполнение задания
Раздел 1. Аудирование				
1	Понимание основного содержания прослушанного текста	3.1	Б	6
2	Понимание в прослушанном тексте запрашиваемой информации	3.2	П	7
3	Полное понимание прослушанного текста	3.3	В	1
4		3.3	В	1
5		3.3	В	1
6		3.3	В	1
7		3.3	В	1
8		3.3	В	1
9		3.3	В	1
Итого				20
Раздел 2. Чтение				
10	Понимание основного содержания текста	2.1	Б	7
11	Понимание структурно-смысловых связей в тексте	2.4	П	6
12	Полное понимание информации в тексте	2.2	В	1
13		2.2	В	1
14		2.2	В	1
15		2.2	В	1
16		2.2	В	1
17		2.2	В	1
18		2.2	В	1
Итого				20

№ задания	Проверяемые элементы содержания	Коды проверяемых элементов содержания по кодификатору	Уровень сложности задания	Максимальный балл за выполнение задания
Раздел 3. Грамматика и лексика				
19	Грамматические навыки	5.2.1 (англ., исп., нем., фр. яз.)	Б	1
20		5.2.2 (англ., исп. яз.)	Б	1
21		5.2.3 (англ., исп., нем., фр. яз.)	Б	1
22		5.2.4 (англ., исп., нем. яз.)	Б	1
23		5.2.5 (англ., исп., нем., фр. яз)	Б	1
24		5.2.6 (англ., исп., нем. яз.)	Б	1
25		5.2.7 (нем. яз) 5.2.12 (нем. яз)	Б	1
26	Лексико-грамматические навыки	5.3.1 (англ., нем., исп. яз.)	Б	1
27		5.3.3 (фр. яз.)	Б	1
28		5.2.3 (фр. яз.)	Б	1
29		5.2.1 (фр. яз.)	Б	1
30			Б	1
31			Б	1
32	Лексико-грамматические навыки	5.3.3 (англ. яз.)	П	1
33		5.3.3 (исп. яз.)	П	1
34		5.3.3 (нем. яз.)	П	1
35		5.3.2 (фр. яз.)	П	1
36			П	1
37			П	1
38			П	1
			Итого	20
Раздел 4. Письмо				
39	Письмо личного характера	4.3	Б	6
40	Письменное высказывание с элементами рассуждения по предложенной проблеме «Ваше мнение»	4.6	В	14
			Итого	20
Всего заданий – 40, из них: по типу заданий: заданий с выбором и записью ответа – 21; заданий на установление соответствия позиций, представленных в двух множествах, – 4; заданий на заполнение пропуска в связном тексте заданий – 13; заданий открытого типа с развернутым ответом – 2; по уровню сложности: Б – 16; П – 9; В – 15. Максимальный первичный балл за работу – 80. Общее время выполнения работы – 180 мин.				

Экзаменационная работа по английскому языку (письменная часть) состоит из четырех разделов («Аудирование», «Чтение», «Грамматика и лексика», «Письмо»), включающих 40 заданий. Это задания 3-х разных уровней сложности, которые условно называются базовый, повышенный и высокий. Базовый, повышенный и высокий уровни сложности заданий ЕГЭ соотносятся с уровнями владения иностранными языками, определенными в документах Совета Европы*, следующим образом:

Базовый уровень – A2+**

Повышенный уровень – B1

Высокий уровень – B2

Согласно федеральному государственному образовательному стандарту, выпускники школы, изучавшие иностранный язык по программе базового уровня (3 ч. в неделю) должны достигнуть к окончанию школы уровня B1, а учащиеся, занимавшиеся по программе профильного уровня (более 3-х часов в неделю) – уровня B2.

Таким образом, из плана экзаменационной работы следует, что только 15 заданий могут оказаться сложными для успешного ученика, занимавшегося английским языком по программе базового уровня. 27 заданий, за правильное выполнение которых он может получить 65 баллов (из 80 за работу в целом), должны быть для него посильны.

У экзаменационной работы ЕГЭ по иностранному языку есть важное отличие от работ по другим предметам. Во всех других предметах задания во всей работе располагаются по нарастающей сложности, которая определяется, главным образом, по его типу. Так, задания с выбором ответа (ранее они именовались задания типа А) считаются самыми простыми, задания с кратким ответом (ранее – задания типа В) – более сложными, задания с развернутым, свободно конструируемым ответом (ранее – задания типа С) – самыми сложными. Уровень сложности заданий по иностранному языку определяется в первую очередь уровнями сложности языкового материала и проверяемых умений, а затем уже – типом задания. Задания с выбором ответа, основанные на сложных в языковом и когнитивном плане текстах, относятся к высокому уровню сложности. Полный отказ от заданий с выбором ответа в КИМ ЕГЭ по иностранным языкам сказался бы отрицательно на надежности и валидности результатов экзамена. Отметим также, что внутри каждого раздела экзаменационной работы («Аудирование», «Чтение», «Грамматика и лексика», «Письмо») задания располагаются по возрастающей степени сложности, что отражено в плане экзаменационной работы.

Проанализируем общую структуру экзаменационной работы, которая, как уже указывалось, состоит из четырех разделов. Раздел 1 («Аудирование») содержит 9 заданий, из которых 2 задания – на установление соответствия и 7 заданий с выбором и записью одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение этого раздела – 30 минут.

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

Раздел 3 («Грамматика и лексика») содержит 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выборами записью одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом следует самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение данного раздела – 40 минут.

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 – 80 минут.

На выполнение всех четырех разделов отводится в целом 180 минут. В это время не входит раздача экзаменационных материалов, заполнение регистрационного бланка, настройка громкости звучания аудиотекста и т.п. 180 минут отсчитываются от начала звучания аудиотекста.

* Общеευропейские компетенции владения языком: Изучение, преподавание, оценка. МГЛУ, 2003.

** 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 уровню A1.

ОСОБЕННОСТИ ВЫПОЛНЕНИЯ ЗАДАНИЙ, ПРАВИЛА ЗАПОЛНЕНИЯ БЛАНКОВ ЕГЭ

Типология заданий КИМ ЕГЭ по английскому языку уже достаточно хорошо разработана, существует серьезная методическая база подготовки к ЕГЭ, а главное – на экзамене проверяются именно те умения и навыки, на формирование которых нацелен ФГОС и ориентированы образовательные программы. Подробные методические рекомендации по выполнению всех заданий КИМ ЕГЭ по английскому языку содержатся в новом учебном пособии М.В.Вербицкой и Е.Н.Нечаевой «Оптимальный банк заданий для подготовки к ЕГЭ. Единый государственный экзамен 2015 г. Английский язык» (Изд-во «Интеллект Центр», 2014 г.).

В рамках данного пособия уместно отметить некоторые особенности выполнения заданий ЕГЭ по английскому языку. Прежде всего, подчеркнем, что невозможно сформировать устойчивые умения аудирования и чтения без обучения разным стратегиям восприятия устного и письменного текста. В школах до сих пор уделяется недостаточное внимание чтению с пониманием основного содержания и чтению с пониманием запрашиваемой информации. Учителя старой школы недооценивают эти рецептивные стратегии, не развивают языковую догадку, не учат школьников игнорировать незнакомые слова и уделяют основное внимание чтению с полным пониманием текста, которое базируется на проработке текста с двуязычным словарем.

Если в задании ставится задача понимания основного содержания прослушанного или прочитанного текста (задания 1 и 10), надо научиться выделять ключевые слова и не обращать внимания на те, от которых не зависит понимание основного содержания. При этом следует помнить, что в звучащем или письменном тексте основная мысль, как правило, выражена словами, синонимичными тем, которые использованы в экзаменационном вопросе.

Задание 11 раздела «Чтение» – это задание на понимание структурно-смысловых связей в тексте. Предполагается, что экзаменуемые на основе понимания содержания текста могут восстановить пропуски в нем, исходя из грамматической структуры и значения предложенных вариантов вставок. Выполняя это задание следует помнить, что среди вариантов будут такие, которые могут соответствовать пропуску по структуре, различаясь по значению, либо быть сходными по значению, но различаться по структуре. Поэтому для правильного выполнения задания важно учитывать оба фактора: смысловой и структурный.

Задания КИМ ЕГЭ по грамматике и лексике проверяют навыки использования языковых единиц (грамматических форм и лексических единиц) в коммуникативном контексте. Для их успешного выполнения необходима практика работы со связным текстом: его анализ, т.е. понимание, почему именно эти формы и слова употреблены в данном контексте, какую функцию они выполняют, какой смысл несут. Поэтому важно не просто тренировать применение грамматических правил к отдельным предложениям, а работать со связными текстами.

Задания раздела «Письмо» являются интегративными заданиями, поскольку в них проверяются и умения создания письменных текстов, и социокультурные умения, и языковые навыки. Эти задания выполняются тем успешней, чем более развита не только иноязычная коммуникативная компетенция, но коммуникативная компетенция в родном русском языке.

При подготовке к ЕГЭ учащимся полезно изучить общие критерии оценивания и дополнительные схемы оценивания конкретных заданий, предлагаемых в данном пособии (они также представлены). Это поможет вам лучше понять, что требуется при выполнении заданий 39 и 40.

Особенностью оценивания заданий 39 – 40 является то, что при получении экзаменуемым 0 баллов по критерию «Решение коммуникативной задачи» все задание оценивается в 0 баллов. Другими словами, если вы написали хороший текст без ошибок, но по содержанию он не отвечает поставленной коммуникативной задаче, этот текст оценивается в 0 баллов, ваши лексические и грамматические знания и навыки даже не оцениваются. Такой подход вполне соответствует общей направленности экзамена на оценку иноязычной коммуникативной компетенции, т.е. умения общаться на иностранном языке.

При оценивании заданий раздела «Письмо» учитывается такой параметр, как объем письменного текста, выраженный в количестве слов. Указание требуемого объема для письменной работы – общее правило в методике контроля владения иностранным языком, широко применяемое в национальных и международных экзаменах.

В ЕГЭ по иностранным языкам требуемый объем для личного письма в задании 39 – 100–140 слов; для развернутого письменного высказывания в задании 40 – 200–250 слов. Допустимое

отклонение от заданного объема составляет 10%. Если в выполненном задании 39 менее 90 слов или в задании 40 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 39 более 154 слов или в задании 40 более 275 слов, проверке подлежит только та часть работы, которая соответствует требуемому объему. Таким образом, при проверке задания 39 отсчитываются от начала работы 140 слов, задания 40 – 250 слов, и оценивается только эта часть работы.

Требование к учащимся соблюдать заданный объем не является чисто формальным, оно прямо связано с содержанием письменного высказывания и в конечном итоге с выполнением коммуникативной задачи. Апробационные исследования, анализ выполненных учащимися работ показали, что при объеме личного письма менее 90 слов, письменного высказывания – менее 180 слов коммуникативная задача не может быть выполнена. Недостаточный объем письменной работы – это показатель низкого уровня владения языком, ограниченности лексического запаса и несформированности языковых навыков.

Превышение объема, с другой стороны, показывает неумение учащегося вдуматься в поставленную перед ним коммуникативную задачу, отобрать действительно важный для ее выполнения содержательный материал и четко сформулировать свои мысли. Часто превышение объема работы вызвано тем, что экзаменуемый старается вставить в свою работу выученные наизусть отрывки из пресловутых «топиков», что ведет к уходу от темы, а иногда – к ее полной подмене.

Требуемый объем выполнения заданий 39 – 40 установлен, таким образом, на основе исследований и апробаций и соответствует современным подходам к оцениванию уровня владения иностранным языком. В инструкции к заданию указываются границы: 100-140 слов для личного письма, 200-250 слов для письменного высказывания, на которые должен ориентироваться экзаменуемый. При этом делается скидка на психологическое состояние экзаменуемых, возможные ошибки подсчета слов и т.п., и допускается десятипроцентное отклонение от указанного объема. Обратите внимание на большой допустимый разброс в объеме, который позволяет экзаменуемому не высчитывать каждое слово, а просто держаться в предложенных (широких!) рамках. При подготовке к ЕГЭ надо подсчитать, сколько слов в среднем получается у вас в строке и таким образом ориентироваться по объему на экзамене.

При оценивании задания 40 особое внимание уделяется способности экзаменуемого продуцировать развернутое письменное высказывание. Если более 30% ответа имеет непродуктивный характер (т.е. текстуально совпадает с опубликованным источником), то выставляется 0 баллов по критерию «Решение коммуникативной задачи», и, соответственно, все задание оценивается в 0 баллов. Иногда приходится слышать такой вопрос: «А что плохого, если ученик выучил текст наизусть и его воспроизвел на экзамене?». Все дело в том, что это задание проверяет не возможности вашей памяти, навыки зазубривания наизусть, а умения создать свой письменный текст, выразить свое мнение, привести свои аргументы и рассуждения. Поэтому хочется предостеречь всех от опасности полного или частичного воспроизведения опубликованного текста (см. «Порядок определения процента текстуальных совпадений в задании 40»).

Следует отметить большую роль правильного заполнения бланков ответов. Выполняя задания, экзаменуемый должен переносить свои ответы на задания 1 – 38 на бланк ответов №1, а ответы на задания 39 – 40 (это личное письмо и развернутое письменное высказывание с элементами рассуждения «Мое мнение») – на бланк ответов №2.

Все бланки ЕГЭ заполняются яркими чёрными чернилами. Допускается использование гелевой, капиллярной или перьевой ручек. Ответы на задания 1 – 38 на бланке №1 проверяет компьютер, поэтому важно писать цифры и буквы разборчиво, строго следуя образцу их написания, который дается на самом бланке. Выполняя задания, вы можете делать любые записи и пометы в самих заданиях, но категорически запрещается делать какие-либо пометы, знаки, рисунки на бланках ответов. Это может расцениваться как попытка нарушить анонимность проверки, раскрыть свое имя, что строго наказывается, вплоть до аннулирования результатов ЕГЭ.

По той же причине в задании С1 личное письмо нельзя подписывать своим полным именем и фамилией. Это не только противоречит правилам оформления личного письма (согласно им, личное письмо подписывается только именем, без фамилии), но и также может считаться дешифровкой экзаменационной работы.

Задания рекомендуется выполнять в том порядке, в котором они даны. Закончив выполнение заданий каждого раздела, надо перенести ответы в бланк ответов. Не надо откладывать перенос

ответов в бланк «на потом» – вам может не хватить времени, вы будете торопиться и сделаете лишние ошибки. Обратите внимание, что в КИМе в конце каждого раздела есть указание перенести ответы в соответствующий бланк ответов, но, к сожалению, многие экзаменуемые невнимательно читают инструкции и не следуют им.

Особенно важно правильно рассчитать время и успеть написать (или перенести с черновика) на бланк ответов №2 задания C1 и C2 раздела 4 «Письмо». Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. Но помните, что любые черновые пометки (черновик) не проверяются и не оцениваются. Оценке подлежит только вариант ответа, занесённый в бланк ответов № 2.

К сожалению, у части выпускников возникают проблемы при записи ответов на бланке №1. Изучите бланк до экзамена, в процессе подготовки, потренируйтесь в его заполнении. В 2015 г. вводится новая форма бланка ответов №1 со сплошной нумерацией заданий, более удобная для заполнения. В бланк надо перенести абсолютно все ответы. Лучше делать это сразу после выполнения заданий одного раздела. Если ответов нет в бланке, задание считается невыполненным и то, что ответ есть в самом КИМе (который выполняет роль черновика), не имеет значения, на обработку результатов идут только бланки ответов.

Определенную трудность для части учащихся при заполнении бланка ответов №1 представляет написание ответов, состоящих из нескольких слов, в заданиях 19 – 25 на контроль грамматических навыков без пробелов. Например, глагольные формы *hasnotdone* и *hasbeendoing* заносятся в бланк ответов без пробелов между словами: *hasnotdone* и *hasbeendoing*. Ясное указание на этот счет дано в самом КИМе в инструкциях к соответствующим заданиям. Делается это потому что, число клеточек для ответов ограничено, отдельных бланков для иностранных языков нет, есть единая компьютерная программа обработки результатов. В последние годы удалось организовать процесс проверки так, что и ответы, написанные без пробелов (как требуется), и ответы, написанные с пробелами, засчитываются в качестве правильных. Но у конкретного участника экзамена в конкретном задании может возникнуть проблема, когда для записи особо длинной формы не хватит клеточек из-за того, что она написана с пробелами. Именно поэтому лучше строго следовать инструкциям.

Будьте также осторожны с артиклями перед превосходной степенью прилагательных. В тексте уже будет стоять определенный артикль (это ведь тоже показатель превосходной степени, «подсказка», помощь экзаменуемому), этот артикль не надо переносить в бланк ответов, т.е. в бланк надо занести *mostimportant* или *longest* и т.п., а не *themostimportant* или *thelongest*.

Бланк ответов №1 содержит специальное поле «Замена ошибочных ответов». Повторим, что при заполнении бланков надо пользоваться ручками с яркими чёрными чернилами. Допускается использование гелевой, капиллярной или перьевой ручек. Ответы, записанные обычной шариковой ручкой могут плохо распознаваться при сканировании, и ухудшат общий результат работы.

Задания 39 (личное письмо) и 40 (письменное высказывание с элементами рассуждения) выполняются на бланке №2. Здесь тоже надо стараться писать аккуратно и разборчиво. Если экзаменуемый заметил у себя ошибку, следует аккуратно зачеркнуть неправильное и сверху надписать правильный вариант. Следует помнить также о делении текста на абзацы, которые могут быть оформлены разными способами: отступ от левого края («красная строка») или дополнительный пробел (пустая строка) между абзацами с ровным левым краем или одновременно: и дополнительный пробел между строками и отступ по левому краю. Важно, чтобы это деление на абзацы легко воспринималось визуально.

Правильное выполнение заданий и правильное заполнение бланков ответов обеспечит экзаменуемому высокие баллы.

РЕПЕТИЦИОННЫЕ ВАРИАНТЫ

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

Экзаменационная работа по английскому языку состоит из четырёх разделов (аудирование, чтение, грамматика и лексика, письмо), включающих в себя 40 заданий.

На выполнение экзаменационной работы отводится 3 часа (180 минут).

Ответы к заданиям 3–9, 12–18 и 32–38 записываются в виде одной цифры, которая соответствует номеру правильного ответа. Эту цифру запишите в бланк ответов № 1.

КИМ

Бланк

Ответ:

2

3 2

Ответы к заданиям 1, 2, 10, 11 записываются в виде последовательности цифр. Эту последовательность цифр запишите в поле ответа в тексте работы, а затем перенесите в бланк ответов № 1.

КИМ

Бланк

Ответ:

A	B	C	D	E	F
5	2	4	1	7	3

11524173

Ответы к заданиям 19–31 записываются в виде слова (нескольких слов). Ответ запишите в поле ответа в тексте работы, а затем перенесите в бланк ответов № 1.

КИМ

Бланк

Ответ: DIDNOTDEFEND.

24 DIDNOTDEFEND

Раздел 4 («Письмо») состоит из 2 заданий (39 и 40) и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). В бланке ответов № 2 укажите номер задания и запишите ответ к нему.

Все бланки ЕГЭ заполняются яркими чёрными чернилами. Допускается использование гелевой, капиллярной или перьевой ручек.

При выполнении заданий можно пользоваться черновиком. Записи в черновике не учитываются при оценивании работы.

Баллы, полученные Вами за выполненные задания, суммируются. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

Желаем успеха!

ВАРИАНТ 1

Раздел 1. Аудирование

1

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. Not having to visit doctors is being somewhat healthy.
2. It's important to reduce stress to be healthy.
3. To be healthy, you have to be thin.
4. To look healthy is not to be healthy.
5. To be in good health one needs to be active.
6. To be healthy one needs to use cosmetics.
7. To stay healthy you need a balance of mind and body.

Говорящий	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений A–G 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A** Mike has been ill for a month.
- B** Mike's classmates have paid him long visits.
- C** Mike loves watching TV.
- D** Mike found a very interesting program on TV.
- E** Jane had an easy day at school.
- F** Mike enjoys watching informative programs.
- G** Jane doesn't agree to watch a quiz show on TV.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3

- The progress in the development of the English language was connected with ...
- 1) Shakespeare's death.
 - 2) discovering America.
 - 3) settling in the New World.

Ответ:

4 Why did American colonists borrow words from natives for geographical names?

- 1) They were easy to pronounce.
- 2) It helped to communicate with natives.
- 3) They found it handy and useful.

ОТВЕТ:

5 How did the English language grow in colonial times?

- 1) It spread among natives.
- 2) It gained words from local languages.
- 3) It became the mother tongue for colonies.

ОТВЕТ:

6 Which of the following is TRUE about the English word “dog”?

- 1) It has a less popular synonym.
- 2) Its origins are very interesting.
- 3) It came from an African colony.

ОТВЕТ:

7 What, according to Sally, is one of the ways for new words to appear in English?

- 1) Putting words together.
- 2) Expansion of meanings of borrowed words.
- 3) Shortening of existing words.

ОТВЕТ:

8 What does Sally Smith say about the word “radar”?

- 1) No one knows where the word came from.
- 2) It's an acronym.
- 3) It's a borrowed foreign word.

ОТВЕТ:

9 Why is it difficult to count the exact number of English words?

- 1) Many of them have several meanings.
- 2) No one counts scientific words.
- 3) New words appear every day.

ОТВЕТ:

По окончании выполнения заданий 1–9 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 1 и 2 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 2. Чтение

10

*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. Women doing men's jobs
2. Holidays – the best time to visit
3. Ideal to grow a man
4. A costume for a mythic sea creature

5. The best profession for a lady
6. A festival to a season
7. Words for all times
8. Best clothes for burial

- A. Mary is a professional dress-maker specializing in exotic costumes. She devotes many hours to crafting mermaid tails and hand-made tops. Her professional mermaid costume includes a tail and a top. A tail is made of the finest silicone that bends naturally with movement and looks beautifully on film and in print. Out of the depths of the water her costume shines with hundreds of pearls, crystals, and gemstones.
- B. Today's well-educated person uses about 18,000 words. Shakespeare, whose plays written for a small theatre are now performed in more countries than ever before, used over 34,000 different words, thousands of which he made up. For example: accessible, roadway, schoolboy, and watchdog. Many of his phrases have fallen into everyday use in our language today, including, "A horse, a horse! My kingdom for a horse!" by Richard III.
- C. The Celtic division of the year was into two parts. The winter half was considered the beginning of the year, and the summer half the second part. There were two further subdivisions, so the year was finally divided into the standard four seasons. At each of these four stages, a Fire Festival was celebrated. It involved religious ceremonies, music, storytelling, and poetry. These great festivals were regarded to be the best time.
- D. As symbols of respect and courage, knights turned out to be an intriguing mix of all the things that made males the best, as their education included the most effective sorts of exercises for the brain and the human body. Knight tournaments were a good way for the knights to try out the actual travails of fighting and never having to go through the pain and troubles of having to look after themselves, and of their kingdoms.
- E. Were there any women pirates in Renaissance England? They were in the minority, but they were never the less there and very able. Lady Mary was a daughter of a pirate and married to a pirate. When her husband died, she recruited her castle staff and went to sea herself. Her luck ran out when she captured a German captain, who was a friend of Queen Elizabeth. So Lady Mary quit piracy ... and started selling stolen goods.
- F. Russia is an amazing holiday destination. It should be visited during the festival season, as it reveals the rich cultural tradition and fascinating customs of its people. While the festivals come from the Christian legacy Russia shares with Europe and America, the manner of celebration is unique. Enthusiastic travelers suggest planning a Russian holiday during the festival time and to be sure that the memories will last a lifetime!
- G. Normally very fine textiles are found in graves. Obviously, the quality of clothing worn in the Middle Ages would reduce with lower ranks, but even the slaves did not wear cloth as rough as people thought in the past and some still do today. Slaves would probably wear their master's clothes, which may have been very thin in places and not decorated. They would usually receive the underclothes to be worn as overclothes.

ОТВЕТ:

A	B	C	D	E	F	G

11

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Singing can help when learning a foreign language

It is a source of national embarrassment – despite hours of lessons and listening to foreign language tapes, most of us A _____. However, a new study suggests there may be hope for those who have difficulty with a foreign language – they should try singing it instead.

Research found that adults who sang words or short phrases from a foreign language while learning were twice as good at speaking it later. It is thought that by listening to words that are sung, and by singing them back, the technique takes advantage of the strong links between music and memory.

Although not clearly understood, music is known to help students B _____ recall.

Dr Overy said singing could lead to new approaches to learning a foreign language. She said: “Most people C _____ from songs they have heard and songs are sometimes used by language teachers with young children.”

Dr Overy and her colleagues used recordings of Hungarian words to teach 60 adults. They chose Hungarian as the participants D _____ language.

The participants either listened to words that were spoken and then had to repeat them back, much like a standard teach-yourself tape, or the words were said rhythmically or sung.

After a 15-minute learning period, they were then given several tests to see how well they had learned the words. Those E _____ scored highest. They were also better at recalling the words correctly in tests of long term memory. Interestingly, they did not sing the words when they recalled them.

Dr Ludke said the findings could help those F _____.

- 1. when studying and can help to start memory
- 2. who struggle to learn foreign languages
- 3. had no experience of learning this
- 4. have experience of remembering words
- 5. who had used the “listen and sign” approach
- 6. can barely order a simple drink while abroad
- 7. facilitate verbatim memory for foreign languages

Ответ:

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Esperanto

In some heavily multilingual areas of the world, most people learn a lingua franca – a regional trade language – in addition to their mother tongue. But when someone proposes English or French, say, as a trade language, objections inevitably arise. These languages are notoriously difficult to learn, with strange spellings and numerous grammatical rules and exceptions. But more importantly, they’re loaded with historical and cultural baggage. The only hope for a truly universal language would seem to be an artificial one – a language that is designed to be free from cultural biases and easy to learn. This was precisely the goal of Esperanto.

L. L. Zamenhof grew up in the late 1800s in Warsaw, which was a part of Russia at that time. While still in high school he set out to design a universal artificial language that would facilitate communication within his linguistically diverse community. By the time he finished this side project

ten years later, Zamenhof was a practicing ophthalmologist. In 1887, Zamenhof published the first guide in Russian to the new language, which he called “Lingvo Internacia”, meaning “international language”. Zamenhof wrote the textbook under the pseudonym “Esperanto,” meaning “a person who is hoping” in Lingvo Internacia. Fans of the language decided that “Esperanto” had a nicer ring to it, and they soon adopted it as the informal name of the language.

Esperanto was designed to be both easy to learn and culturally neutral. According to some sources, an English speaker can learn Esperanto up to five times faster than Spanish. For starters, Esperanto uses strictly phonetic spelling – a given letter always makes exactly the same sound. Second, the structure of Esperanto is very simple, with only sixteen basic grammatical rules that need to be learned – and no exceptions to the rules such as irregular verbs. And third, Esperanto has a very small core vocabulary; new words are constructed by combining words and adding prefixes and suffixes.

The vocabulary of Esperanto will have a familiar ring to anyone who knows a European language, as roots were borrowed from French, German, and Spanish, among other languages. For examples: “bona” means “good”; “porko” means “pig”; “filo” means “son”; “hundo” means “dog.” One could argue that this selection represents not so much cultural neutrality as Euro-neutrality, but this hasn’t prevented Esperanto from becoming popular in China and some other parts of Asia.

For all its merits, Esperanto has not reached the **level of acceptance** its creator foresaw more than a century ago. There may be as many as two million people who speak Esperanto with at least a moderate level of proficiency, but probably no more than a few hundred who learned Esperanto at home as their first language and no known speakers over the age of three or so who speak only Esperanto. Ironically, the cultural neutrality that is touted as such a benefit of the language also serves to limit its growth, because languages tend to spread with the cultures that gave rise to them. Alas, unless or until the number of Esperanto speakers reaches a larger critical mass, it will be of little value as a trade language, and without a clear value, it will be difficult to convince people to learn it.

12 According to the text, an artificial language should ...

- 1) be similar to the mother tongues of the majority of speakers.
- 2) be based on cultural and historical traditions.
- 3) have clear grammatical rules and exceptions.
- 4) be simple and culturally neutral.

ОТВЕТ:

13 Zamenhof started to work on a new language because ...

- 1) it was his school home assignment.
- 2) he wanted to improve communication in his multilingual environment.
- 3) it was an important requirement for his job.
- 4) he had problems with studying Russian in Warsaw.

ОТВЕТ:

14 At first, the word “Esperanto” was used as the ...

- 1) name of the new language.
- 2) pen-name of the new language designer.
- 3) title of the book about the new language.
- 4) name of the place where the new language was designed.

ОТВЕТ:

15 According to the text, it is NOT true that ...

- 1) grammatical system of Esperanto is easy.
- 2) Esperanto is easier for the speakers of English.
- 3) Esperanto has a simple phonetic system.
- 4) the new words in Esperanto are built up by joining words.

Ответ:

16 According to the text, Esperanto represents Euro-neutrality because it is ...

- 1) designed for the Europeans.
- 2) based on European culture.
- 3) based on different European languages.
- 4) designed to be used within Europe.

Ответ:

17 The phrase “level of acceptance” in “Esperanto has not reached the level of acceptance its creator foresaw ...” (paragraph 5) means the level at which the language is ...

- 1) known.
- 2) developed.
- 3) spoken as the first language.
- 4) used.

Ответ:

18 The purpose of the text is to ...

- 1) encourage people to learn Esperanto.
- 2) give a general overview of Esperanto.
- 3) present grammar principles in Esperanto.
- 4) tell the story of the word “Esperanto”.

Ответ:

По окончании выполнения заданий 10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 10 и 11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

The history of parachutes

- 19 The history of parachutes is full of surprises. The _____ living thing to fall to earth with a parachute was a sheep. ONE
- 20 The animal, attached to a seven-foot-wide umbrella, _____ from a tower in France. DROP
- 21 In 1797 a Frenchman _____ André Garnerin climbed into a basket attached to a hot-air balloon and rose into the air above Paris. NAME
- 22 When he reached an altitude of 2,230 feet, he cut the basket loose and fell toward the earth under an umbrella-like parachute. No one knew if a parachute would work from that height, but it _____, and Garnerin went on to give many more parachute-jumping exhibitions. DO

I need gloves!

- 23 I've got a two-year-old brother, Jeremy. He _____ to eat with a spoon or a fork, he prefers to eat with his hands. NOT LIKE
- 24 Yesterday, my dad _____ him a dish of ice cream, which was new to him. GIVE
- 25 Jeremy started _____ it with his hands. My mom was in the next room when he yelled, "Mommy, my hands are cold!" "Well, then, use your spoon," she replied. "No, no, Mommy," he yelled back, "I need gloves!" EAT

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

Cyber communication

- 26 The development of cyber communication – email, text messaging, and social networking – has revolutionized the way we communicate. Quick and _____ communication via the Internet has proved essential to national governments, and to the individual. SUCCESS
- 27 Now, we can send and receive important messages, communicate and clarify statements _____ within seconds. PRACTICAL

28 Cyber communication is very important in _____.

BUSY

29 On a more individual level, cyber communication has transformed the method in which people communicate. In particular, social networking sites have provided access to people in every corner of the globe and their _____ is growing.

POPULAR

30 This has helped old friends living far apart to maintain a close _____.

RELATION

31 For many people, not just teens, social networking has become an alternative to _____ forms of communication – writing a letter, a face-to-face conversation, or a phone call.

TRADITION

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Vacation plans

Christopher and Margaret Roberts always spent their summer vacation as far away from England as they could possibly afford. **32** _____, as they both were teachers at a small preparatory school just north of Bristol, their experience of four of the five continents was largely **33** _____ to periodicals such as *National Geographic* and *Time*.

But their annual vacation each August was sacred, and they spent eleven months of the year saving, planning, and preparing for their one extravagant luxury. The following eleven months they spent **34** _____ their pupils about their discoveries.

During the long evenings when their pupils were meant to be asleep, Christopher and Margaret would examine maps, analyze expert opinion, and then finally come up with a shortlist to consider. In recent trips they had **35** _____ to visit Norway, northern Italy, and Slovakia, ending up the previous year exploring the east coast of Greece.

"It has to be Turkey this year. We can **36** _____ afford any other trip. The prices have risen again," said Christopher one evening. A week later, Margaret **37** _____ to the same conclusion, and so they were able to move on to Phase Two. Every book on Turkey in the local library was borrowed and consulted. By the first day of the summer term, charter tickets were paid for and reservations were **38** _____.

- 32** 1) Nevertheless 2) Although 3) However 4) Therefore

ОТВЕТ:

- 33** 1) reserved 2) restricted 3) restrained 4) retained

ОТВЕТ:

- 34** 1) speaking 2) talking 3) saying 4) telling

ОТВЕТ:

- 35** 1) fulfilled 2) achieved 3) managed 4) succeeded

Ответ:

- 36** 1) merely 2) hardly 3) closely 4) purely

Ответ:

- 37** 1) came 2) went 3) took 4) got

Ответ:

- 38** 1) held 2) kept 3) made 4) done

Ответ:

По окончании выполнения заданий 19–38 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 19–31 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 4. Письмо

Для ответов на задания 39 и 40 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 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 (39, 40), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

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

...Last month I earned some extra money mowing the lawns for our neighbors. Together with my pocket money I have enough to buy something like a smartphone. What would you suggest buying and why? Where can a teenager earn pocket money in Russia, if at all? How much money do your parents give you as pocket money per week?

Next week I am presenting my project in our science class...

Write a letter to Jack.

In your letter

- answer his questions
- ask **3 questions** about his project

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

A popular actor's life is always fun.

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

ВАРИАНТ 2

Раздел 1. Аудирование

1

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. Some modern films are very similar to each other.
2. The quality of films today isn't what it used to be.
3. Big names in cinema make films commercially successful.
4. You can always find a movie to suit your current mood.
5. Films should be used as a source of learning.
6. Sometimes it's good to watch a film just for fun.
7. Some films can put you in a bad mood.

Говорящий-	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A** Jane is getting ready for her final exams.
- B** Jane won't be able to study tonight.
- C** Jane's computer isn't working because of a software failure.
- D** Fred has offered to lend Jane a computer.
- E** Jane thinks she won't be able to finish her work on time.
- F** Fred enjoys watching horror films at the cinema.
- G** Jane will go to the cinema alone.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях **3–9** запишите в поле ответа цифру **1, 2** или **3**, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3

What does James Chandler say about reading in the USA?

- 1) It's more popular than watching television.
- 2) America is currently the biggest reading nation.
- 3) Americans buy and read only bestsellers.

Ответ:

4 Which is, according to James Chandler, the first reason of books' popularity in the USA?

- 1) Proper education.
- 2) The growing number of libraries.
- 3) A variety of publications.

ОТВЕТ:

5 What, according to James Chandler, is good about book sales at local libraries?

- 1) People show how much they care about their libraries.
- 2) The libraries buy books at big discounts.
- 3) They make books more available.

ОТВЕТ:

6 What does James Chandler say about American public libraries?

- 1) They protect books from people.
- 2) They're located only in big cities.
- 3) People donate books to libraries to sell.

ОТВЕТ:

7 Which does James Chandler NOT list as a place where one can buy books in the USA?

- 1) Airports.
- 2) Book clubs.
- 3) Drug stores.

ОТВЕТ:

8 Which of the following is TRUE about student-run university book stores?

- 1) Students make big salaries there.
- 2) They operate 24 hours a day.
- 3) Sales support educational grants for students.

ОТВЕТ:

9 Why are the 'paperback supermarkets' good for the book trade?

- 1) They offer rather cheap prices.
- 2) They are conveniently located.
- 3) They have a wide choice of books.

ОТВЕТ:

По окончании выполнения заданий 1–9 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 1 и 2 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 2. Чтение

10

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. Strange colours in the sky</p> <p>2. Changes of the seasons</p> <p>3. Expanding the influence</p> <p>4. The last role</p> | <p>5. The last night</p> <p>6. Waves in the air</p> <p>7. Influence of magic forces</p> <p>8. For war and peace</p> |
|---|---|
- A. In rural Irish communities of the early 1800s, weather forecasting was anything but a precise science. There were people who predicted and explained turns in the weather through the prism of superstition. One particular storm in 1839 was so peculiar that rural folk in the west of Ireland, stunned by its ferocity, feared it could be the end of the world. Some blamed it on the “fairies” from local tales.
- B. The eruption of the volcano at Krakatoa in the Pacific Ocean was a major disaster by any measure. In 1883, the entire island of Krakatoa was simply blown apart, and the resulting tsunami killed tens of thousands of people on other islands. The volcanic dust thrown into the atmosphere affected the weather around the world, and people as far away as Britain and the United States saw red sunsets caused by particles in the atmosphere.
- C. The dust from Mount Tambora, which had erupted in early April 1815 in the Indian Ocean, shrouded the globe. And with sunlight blocked, 1816 did not have a normal summer. The weather in Europe and North America took a bizarre turn that resulted in crop failures and even famine. Spring came but then everything seemed to turn backward, as cold temperatures returned.
- D. Wireless telegraphy originated as a term to describe electrical signaling without the electric wires to connect the end points. It was different from the conventional electric telegraph signaling. The term was initially applied to a variety of competing technologies to communicate messages encoded as symbols, without wires, around the turn of the 20th century, but radio emerged as the most significant.
- E. By the time Abraham Lincoln became president, the telegraph had become an accepted part of American life. Lincoln's first State of the Union message was transmitted over the telegraph wires in 1861. During the Civil War, Lincoln spent many hours in the telegraph room of the War Department building near the White House. The president would generally write his messages in longhand, and telegraph operators would relay them, in military cipher, to the front.
- F. One of the truly tragic events in American history is the assassination of Abraham Lincoln. Just as the Civil War was coming to an end, on April 14, 1865, the president had sought a night of relaxation at Ford's Theatre, a short carriage drive from the White House. As Lincoln watched the play, John Wilkes Booth, an actor, shot the president and fled.
- G. It is probably impossible to overestimate Queen Victoria's importance to the British history of the 1800s. She took an active involvement in the affairs of state and strongly believed that Britain should rule much of the world as an empire. Indicating her role as an imperial leader, her official title as Queen of Great Britain and Ireland was changed in the late 1870s to also include the title Empress of India.

ОТВЕТ:

A	B	C	D	E	F	G

11

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Welcome to Parliament Hill

Parliament Hill is the home of Canadian democracy and a proud national symbol. It is the heart of Canada's federal government, where representatives from across the country meet to make laws A _____. And it is much more than that. Parliament Hill is where you can explore figures, events and achievements that have shaped the country's past, B _____. Look closely and you can uncover an image of Canada, its people, history and culture.

The planning and construction of the buildings, monuments and landscapes of Parliament Hill began in 1859. Since then, the Hill C _____ and modern country. The Hill is home to Canada's federal government, and welcomes close D _____. A place of work, a place to meet and a place of leisure, Canada's Parliament Hill has come E _____.

The beautiful structures of Parliament Hill include many historic monuments and stone buildings with copper-tiled roofs. The Centre Block is home to the Senate, the House of Commons and the Library. The Library of Parliament preserves and protects Canada's legislative past. It ensures that senators and members of Parliament have immediate access F _____ on all matters of parliamentary concern. However, the Library is more than a collection of books alone; it contributes to Canadian democracy by creating and delivering reliable and relevant information to and about Parliament.

1. and continue to influence its present and future
2. that influences the public opinion and lifestyle
3. has changed and evolved to reflect the needs of a growing
4. to one and a half million visitors each year
5. to half a million books and documents that help to inform them
6. that affect the lives of every Canadian
7. to both symbolize and celebrate the great nation it serves

Ответ:

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Robb Willer: gossip is good for you

Robb Willer is an assistant professor of sociology at the University of California, Berkeley. He recently co-authored a paper called *The Virtues of Gossip: Reputational Information Sharing as Prosocial Behaviour*, which was published in the *Journal of Personality and Social Psychology*. His research has proved that some kinds of gossip are altruistic and beneficial to society. No matter how fundamental his research is, many people find it difficult to accept such an opinion.

Research has been going on for several years about the ways in which fears for reputation encourage people to behave. This led to get interested in gossip because gossip involves spreading reputational information about people in groups. More specifically, the authors were interested in an apparent tension between the bad reputation gossiping and gossipers have, but how there's a lot of ways gossip has useful social functions.

In the first study, they attached participants to heart-rate monitors and monitored their emotional reactions to events they observed in the lab. One thing they observed was people doing economic exercises based on trust. The researchers arranged so they would observe someone behaving in an untrustworthy way repeatedly; then the participants would have a chance to warn someone else they thought would have to interact with that person next.

People very readily warned the next person, passing on socially useful information to them. But what was more interesting was the emotional register of the behaviour. As people saw a person behave in an untrustworthy way, they became frustrated and their heart rate increased. But when they had the opportunity to pass a warning on, that reduced or eliminated their frustration and also tempered their increased heart rate.

It is "prosocial" gossip that involves warning other people about untrustworthy others. It is pretty common. Generous people are more likely to engage in it and they report doing so out of a need to help others. It is very different from malicious gossip, which might be driven by a desire to spoil another's reputation or advance oneself.

So why does gossip have such a bad reputation? This research has just sharpened that question. Why would it be that gossip, which we need to function socially in order to keep people behaving a bit better than they might otherwise, has a negative reputation? It could be that we don't need gossip to have a positive reputation for people to do it. Even the people who pass judgment on gossipers are gossiping as they do so. It may be that socially we're wired to gossip. Evolutionary theorists have argued that language evolved in part to facilitate gossip, so we've developed these social norms against excessive or malicious gossip to keep the system from getting out of hand. News in a lot of ways is dignified gossip. A broad definition of gossip would include the news. I wonder how many journalists would agree with or share such interpretation of news and their role in a society?

It's very important that we discriminate between different kinds of gossip and the people who do it. The kind where you warn people about untrustworthy others is valid, so we shouldn't feel bad about that.

12 Which of the following statements does NOT refer to the content of paragraph 2?

- 1) Gossipers have a bad reputation.
- 2) Society may benefit from gossip.
- 3) Gossip can ruin one's reputation.
- 4) People in groups favour gossip.

ОТВЕТ:

13 The participants of the study observed ...

- 1) people in danger.
- 2) groups of economists.
- 3) trustworthy people.
- 4) examples of dishonest behavior.

ОТВЕТ:

14 Ability to pass on socially useful information made people ...

- 1) relaxed.
- 2) frustrated.
- 3) excited.
- 4) more confident.

ОТВЕТ:

15 "It" in 'people are more likely to engage in it' (paragraph 5) refers to ...

- 1) socially useful gossip.
- 2) malicious rumours.
- 3) a person's reputation.
- 4) helping other people.

ОТВЕТ:

16 In what way did the research refer to the reason for gossip's bad reputation?

- 1) It related it to language development.
- 2) It connected it to people's behaviour.
- 3) It made the question more acute.
- 4) It proved that it couldn't be explained.

ОТВЕТ:

17 The researchers see news as ...

- 1) opposite to gossip.
- 2) a kind of gossip.
- 3) an origin of gossip.
- 4) an outcome of gossip.

ОТВЕТ:

18 According to the author, what is important about gossip?

- 1) Not to pass it to untrustworthy people.
- 2) To see differences between kinds of gossip.
- 3) To try to feel good when you hear it.
- 4) To avoid people who do it.

ОТВЕТ:

По окончании выполнения заданий 10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 10 и 11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

Why do people decorate a tree on Christmas?

- 19 Have you ever thought about it? The custom of decorating a house with tree leaves or branches in December is actually _____ than OLD Christmas itself.
- 20 The ancient Romans celebrated a December feast, _____ CALL Saturnalia, by giving presents and decorating their houses.
- 21 At the same time, pagans in Germany worshipped a sacred oak tree. Then, when Christian missionaries _____ them to celebrate Christmas, TEACH they used a fir tree.
- 22 These customs stayed alive in Germany for many centuries, and in 1840, they BRING _____ to England by a German prince.

Mothers and daughters

- 23 We are a family of three. Most of the cooking in our house _____ DO by my husband, but sometimes I make dinner.
- 24 One day it dawned on me that our four-year-old daughter was willing to help me, but she _____ NOT OFFER to help her father. I asked her why.
- 25 “Well, Mom,” she said, “Dad seems to know what he _____ DO in the kitchen.”

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

The history of paper

- 26 Writing has been the center of civilization for centuries. Most of our important records are on paper. In fact, putting thoughts down in written form wasn't PRACTICE always easy or _____.
- 27 Early people discovered that they could make simple _____ on DRAW the walls of caves.
- 28 _____, they couldn't transport it. FORTUNATE

- 29** Around 4000 B.C., people started scratching messages into heavy clay tablets. Although this form of written _____ was now portable, it still was very heavy.

COMMUNICATE

- 30** For centuries, people tried to discover better surfaces on which to record their thoughts. Almost everything _____ was tried. Wood, stone, ceramics, cloth, bark, metal, silk, bamboo, and tree leaves were all used as a writing surface at one time or another.

IMAGINE

- 31** No major changes in writing materials were to come for about 3,000 years. A Chinese man named Ts'ai Lun Ts'ai Lun, discovered a way to make paper. The importance of this _____ is hard to overestimate.

INVENT

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Hamilton

Sefton Hamilton was not a very nice man. The first time I met him was last year, when my wife and I were dining with Henry and Susan Kennedy at their home in Warwick Square. I didn't like Hamilton at first **32** _____.

Hamilton was one of those unfortunate men who inherited immense wealth but not a lot more. He was able to convince us that he had little time to read and no time to attend the theatre or opera. Actually, he was not **33** _____ in anything but himself. **34** _____, this did not prevent him from holding opinions on every subject from Shaw to Pavarotti, from Gorbachev to Picasso. He couldn't understand, for instance, why the unemployed were so unhappy when their welfare check was just a little less than what he was currently paying the workers on his estate.

The other dinner guest that night was Freddie Barker, the President of the Wine Society, who sat opposite my wife. Unlike Hamilton, he **35** _____ uttered a word. Henry had assured me over the phone that Barker was considered to be a leading authority on his subject and he had **36** _____ to get the Society back on to a proper financial footing. I looked forward to picking up useful bits of inside information. **37** _____ Barker was allowed to get a word in, he showed enough knowledge of the topic under discussion to convince me that he would be fascinating if only Hamilton would **38** _____ silent long enough for him to speak. But it was impossible to stop Hamilton.

- 32** 1) look 2) glimpse 3) sight 4) view

ОТВЕТ:

- 33** 1) involved 2) keen 3) fond 4) interested

ОТВЕТ:

- 34** 1) Although 2) However 3) Otherwise 4) Therefore

ОТВЕТ:

- 35 1) merely 2) nearly 3) hardly 4) closely

Ответ:

- 36 1) succeeded 2) managed 3) achieved 4) fulfilled

Ответ:

- 37 1) Whenever 2) Wherever 3) Whoever 4) Whatever

Ответ:

- 38 1) resist 2) retain 3) remain 4) reserve

Ответ:

По окончании выполнения заданий 19–38 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 19–31 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 4. Письмо

Для ответов на задания 39 и 40 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 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 (39, 40), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

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

...Yesterday we planted more than 60 flowers in the garden. The first thing we saw in the morning was a group of wild deer finishing our flowers near the back porch. My dad says it's a waste of time to plant flowers that can be destroyed. What would you say to this? Are there trees or plants near your house and who has planted them? What other ways of decorating the yard can you suggest?

Just imagine, my grandparents are going on a cruise holiday!...

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

Write a letter to Ann.

- answer her questions
- ask **3 questions** about her grandparents

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

A university degree is a must for success in the modern world.

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

ВАРИАНТ 3

Раздел 1. Аудирование

1

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. Запишите свои ответы в таблицу.

1. Pets can be clever and feel the mood of their master.
2. Animals should live in their natural habitat.
3. This pet is seen as dangerous even by family members.
4. To have a pet you need permission from your parents.
5. This pet can help to relax after a stressful day.
6. This pet can communicate with its master.
7. Some pets are too unusual to keep at home.

Говорящий	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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**). Запишите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A** Laura is upset because she has some financial problems.
- B** Laura likes all the clothes she's bought on sales.
- C** Laura spent all her money on the Christmas sales.
- D** James has never bought anything on sales.
- E** According to James, shopping may attract boys as much as girls.
- F** James can't give Laura any advice.
- G** Laura and James will go to the coffee shop on High Street.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях **3–9** запишите в поле ответа цифру **1, 2** или **3**, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3

Which of the following does Diane NOT mention about musical training?

- 1) It helps children with special needs.
- 2) It makes the human brain develop quickly.
- 3) It enhances communication skills.

Ответ:

4 What does musical training do to help education?

- 1) It helps to develop lots of various senses.
- 2) It provides students with extra information.
- 3) It teaches children how to speak.

ОТВЕТ:

5 What did Diane learn from the experiment about the brain stem activity?

- 1) Music may affect it.
- 2) It can't be changed.
- 3) It is not important for learning.

ОТВЕТ:

6 What people were involved in the experiment?

- 1) People with learning disabilities.
- 2) People who could play the cello.
- 3) People regardless of their musical abilities.

ОТВЕТ:

7 People with musical training experience did better in ...

- 1) sciences.
- 2) humanities.
- 3) both sciences and humanities.

ОТВЕТ:

8 With the help of musical training children with learning disabilities begin to ...

- 1) produce longer sentences.
- 2) use body language.
- 3) understand miming better.

ОТВЕТ:

9 Where is Diane's discovery being used?

- 1) In all comprehensive schools.
- 2) In some experimental schools.
- 3) In music schools all over the country.

ОТВЕТ:

По окончании выполнения заданий 1–9 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 1 и 2 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 2. Чтение

10

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. Not for children</p> <p>2. Benefits for poor countries</p> <p>3. Illegal and unsafe</p> <p>4. Small size – great role</p> | <p>5. One is not enough</p> <p>6. Don't speak – text</p> <p>7. Spreading wider – weighing lighter</p> <p>8. One device – many functions</p> |
|---|---|

- A. A mobile phone (also known as a cell phone) is a device that can make and receive telephone calls while moving around. It does so by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network. In addition to telephony, modern mobile phones also support a wide variety of other services such as text messaging, MMS, email, Internet access, Bluetooth, business applications, gaming and photography.
- B. The first hand-held mobile phone was demonstrated by Dr. Martin Cooper of Motorola in 1973, using a handset weighing around 1 kg. In 1983, the first commercial cell phone was released. In the twenty years from 1990 to 2010, worldwide mobile phone subscriptions grew from 12.4 million to over 4.6 billion. It got to the developing countries and reached the poorest citizens. The devices themselves have also become smaller and much lighter.
- C. The most commonly used data application on mobile phones is SMS text messaging. The first SMS text message was sent from a computer to a mobile phone in 1992 in the UK, while the first person-to-person SMS from phone to phone was sent in Finland in 1993. The first mobile news service, delivered via SMS, was launched in Finland in 2000. Mobile news services are expanding with many organizations providing «on-demand» news services by SMS.
- D. Mobile phones need a small microchip called a Subscriber Identity Module, or SIM card, to function. The SIM card is approximately the size of a small postage stamp and is usually placed underneath the battery in the rear of the unit. The SIM card does not only store data like telephone numbers but also allows users to change phones by simply removing the SIM card from one mobile phone and inserting it into another mobile phone or broadband telephony device.
- E. Mobile phones are used for keeping in touch with family members, conducting business, and having access to a telephone in an emergency. Some people carry more than one cell phone for different purposes, such as for business and personal use. Multiple SIM cards may also be used to take advantage of the benefits of different calling plans – a particular plan might provide cheaper local calls, long-distance calls, international calls, or roaming.
- F. Mobile phones have spread more quickly than any other technology and can improve the life of the poorest people in developing countries. They provide access to information in places where landlines or the Internet are not available. In Africa, people travel from village to village to let friends and relatives know about weddings and births. They need not do this if the villages are within coverage. Mobile phones are recharged using a solar panel or motorcycle battery.
- G. Mobile phone use while driving is common but dangerous, as it increases the risk of accident. Many countries prohibit it. Some schools also limit or restrict the use of mobile phones because cell phones are used for cheating on tests, harassment and bullying, causing threats to the school's security. Many mobile phones are banned in school locker room facilities, public restrooms and swimming pools due to the built-in cameras that most phones now have.

ОТВЕТ:

A	B	C	D	E	F	G

Прочитайте текст и заполните пропуски **A–F** частями предложений, обозначенными цифрами **1–7**. Одна из частей в списке **1–7** лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

When Washington DC's signature cherry trees bloom, it is a sure sign that spring has arrived. The National Cherry Blossom Festival runs over three weekends annually, marking each anniversary of the gift of the trees and celebrating the A

It is also a prime time to check out a specialty tour **D** _____. You will learn about the history of the trees and brush up on your photography skills as you capture the Tidal Basin at its finest.

1. naming the peak bloom date
2. the period when 20 percent of the blossoms are open
3. that are designed to please all ages and interests
4. friendship between the U.S. and Japan
5. that is provided by DC's talented and creative guides
6. which is a celebration of contemporary art and music
7. which are popular for eating outdoors

Ответ:	A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

For almost every person there will be a time in their life when they decide that they want to volunteer. There could be numerous reasons why you want to start doing volunteering work – from retirement to plain old fashioned good will. Different people may find different arguments in favour of doing this kind of work or service, if I can put it this way. But how do you get into the world of volunteering?

35

you a volunteering position. So think twice whether you can allocate enough time to this work before you start, otherwise it can be very disappointing for both sides.

Next, it is time to think about why you want to volunteer. This may sound obvious, but have a good long think about the reasons why you are volunteering. Is it because you're passionate about helping others? Is it because you want to meet and spend time with new people? Or is it because you want to gain further experience and qualifications? Knowing your motives can help you decide which organizations and roles are best suited to your wants. Mind there are more opportunities for volunteering than you might know about or imagine.

The next step is to find an organization to volunteer with. You can volunteer at a local homeless shelter or at a charity shop. Maybe you like working with children, in which case the local youth center would be an ideal place to start with. Perhaps animals are more your thing, so you could ask a local animal shelter if they need a hand. As it was mentioned before, there are plenty of places you could volunteer to work with. Simply do your research, find the place that suits you and get in touch. Many organizations don't advertise that they're looking for volunteers, so it may be up to you to make the first move and contact them.

So, now you know how much time you can dedicate to volunteering, as well as why you want to volunteer and where you want to do it. The next step is to secure your position working within that organization by writing a CV. This may not be a paid position, but that doesn't mean you should be less ambitious than you normally would be when approaching a potential employer. In your CV you should outline any experience you've had that is relevant to your voluntary position, explain why you want to volunteer and how you would benefit the company. State clearly how much free time you have to dedicate and how long you would be comfortable to work for the organization in terms of days, weeks, and months.

Laying out these clear ground rules will prevent you from being taken advantage of and overworked, and will also help your potential employer understand your needs. Apart from being rewarding in many ways (though not in the financial one), volunteering is often envisaged as an important part of social and personal maturing. No wonder there are so many volunteers among the young people in many countries of the world.

12 According to the author, people mostly become interested in volunteering because it is ...

- 1) an interesting activity for pensioners.
- 2) a popular trend in the modern world.
- 3) natural for a human being.
- 4) a chance to experience new things.

ОТВЕТ:

13 According to the author, to start volunteering one first has to ...

- 1) get rid of a full-time job.
- 2) know exactly how much time one has available.
- 3) acquire the approval of the boss.
- 4) get in touch with a responsible organization.

ОТВЕТ:

14 Which of the following is NOT mentioned as the reason to volunteer?

- 1) The wish to be useful.
- 2) The desire to socialize.
- 3) The need to upgrade one's skills.
- 4) The need to get organized.

ОТВЕТ:

15 The choice of the organization for volunteering depends on ...

- 1) a person's personal preferences.
- 2) the ability to find such places.
- 3) the needs of the organization.
- 4) the features of the person's character.

ОТВЕТ:

16 In order to be able to find an interested organization, a person should ...

- 1) like homeless animals.
- 2) look for a proper advertisement.
- 3) be active and take initiative.
- 4) look for it in the same community.

ОТВЕТ:

17 According to the author, a CV demonstrates your ...

- 1) professional attitude.
- 2) academic background.
- 3) plans for your future career.
- 4) hobbies and interests.

ОТВЕТ:

18 It can be inferred that the author gives these instructions so that people can ...

- 1) avoid risks doing this work.
- 2) find the best organization.
- 3) take the best from their volunteering experience.
- 4) realize their potential talents.

ОТВЕТ:

По окончании выполнения заданий 10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 10 и 11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

Pancake Day

- 19 Pancake Day is celebrated in many countries of the world. Unlike Russia, this celebration in Europe and America lasts only one day. It takes place on Tuesday, _____ Pancake Tuesday. CALL
- 20 In England, pancake races _____ all over the country. HOLD
- 21 Women _____ part in them must wear an apron and a hat or scarf. Each of them has a frying pan containing a hot pancake. She must toss it three times during the race. TAKE
- 22 At the end of the race, the pancake should look just as appetizing, round and beautiful as at the start of the race. It _____ easy! NOT BE

An accident

- 23 It was a cold winter night. I _____ home from the office. DRIVE
- 24 I _____ how slippery it was. When I tried to stop at the crossroads, I couldn't. My car crashed into the bumper of a police car. NOT SEE
- 25 I was preparing my apologies, when the police officer opened his door, stepped out and fell flat on his behind. To my relief, he simply said, "Be careful," and we both _____ on our way. GO

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

History of fashion

- 26 Different events in history influence how people dressed during those times. For example, during World War II people used the minimum amount of clothing materials to make simple outfits. They were _____ enough for wartime duties. PRACTICE
- 27 The profession of _____ was not popular at the time. DESIGN
- 28 Sometimes social and political changes affect how people dress. For instance, in the 1980s the idea was that you could become as _____ as you believed yourself to be. Therefore, many people "dressed for success". Many men and women wore suits that would help them move up the career ladder. SUCCESS

- 29** Present-day fashion for men is still _____. Usually a dark-colored suit is worn with a white shirt and a tie. CONSERVE
- 30** Some fashions are classic, meaning that they never go out of style. However, other clothing items are _____ for a short season only. FASHION
- 31** Sometimes the _____ of a particular outfit depends upon one person – a film star or a pop-singer. POPULAR

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Grandfather

When I was ten, I spent the best months of my life in Norway at the mountain farm where my mother was born. What **32** _____ most vivid in my mind are the times I shared with my Grandfather Jorden.

The first thing I **33** _____ about Grandfather was his big hands and broad shoulders. The second thing was how he could work. All summer I watched him. He mowed grass, gathered the hay in huge bundles, and carried them on his back to the barn. He caught and salted fish, grew and stored potatoes. He stopped only long enough to eat and to sleep a few winks. **34** _____ people could work so hard.

And yet he **35** _____ to find time for just the two of us. One day he gave me a knife. He took his own knife and cut a thin branch from a **36** _____ tree. He showed me how to make a flute. Even today, 60 years later, whenever I hear the pure notes of a flute, I think of how he made music from nothing but a branch of a tree.

As an American, I always thought people simply bought whatever they needed. I don't know **37** _____ Grandfather knew this, but it seems he wanted to teach me something. And the flute will always **38** _____ me of my Grandfather and his life lessons.

- 32** 1) leaves 2) remains 3) persists 4) continues

ОТВЕТ:

- 33** 1) noticed 2) remarked 3) looked 4) recognized

ОТВЕТ:

- 34** 1) Many 2) Little 3) Few 4) Much

ОТВЕТ:

- 35** 1) fulfilled 2) achieved 3) succeeded 4) managed

ОТВЕТ:

- 36 1) close 2) nearby 3) next 4) near

Ответ:

- 37 1) therefore 2) however 3) whether 4) although

Ответ:

- 38 1) remind 2) recall 3) remember 4) recollect

Ответ:

По окончании выполнения заданий 19–38 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 19–31 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 4. Письмо

Для ответов на задания 39 и 40 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 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 (39, 40), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

- 39** You have received a letter from your English-speaking pen-friend Ann who writes:

...Next week we're presenting our projects in literature. I've written about Shakespeare and his time. I've spent the whole month on this research and it helped me to understand that I'd like to be a historian. What would you like to do in the future? Who or what helped you to make the choice? What kind of training do you need for this occupation?

Last week my parents bought me a kitten. I like him so much! ...

...Write a letter to Ann.

In your letter

- answer her questions
- ask **3 questions** about Ann's kitten

Write **100–140 words**.

Remember the rules of letter writing.

- 40** Comment on the following statement.

The life of animals in a zoo is safer and happier than in their natural habitat.

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

ВАРИАНТ 4

Раздел 1. Аудирование

1

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. Writing music for the piano is the easiest task for a composer.
2. Technology can make classics sound more understandable.
3. Music is successful only if people want to listen to it regularly.
4. Teaching music to kids can give you joy.
5. Variety in genres is the key to success for me.
6. Classical music is not only for professionals or the privileged few.
7. When writing music, composers should consider several target groups.

Говорящий	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений A–G 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A** Trevor thinks everybody loves the beach.
- B** Amanda doesn't like to spend time on the beach.
- C** Trevor goes surfing only on the weekends.
- D** Trevor comes to the beach exclusively to surf.
- E** Trevor is about 25 years old.
- F** On the beach Trevor has all he needs.
- G** Trevor is not in Australia now.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3 The snow crystals grow from ...

- 1) air.
- 2) water.
- 3) dust.

Ответ:

4 What does Jane say about a snow crystal's shape?

- 1) It's absolutely different for every crystal.
- 2) It may be in one of two basic patterns.
- 3) It doesn't depend on the air temperature.

Ответ:

5 According to Jane, why does snow seem to be blue sometimes?

- 1) Because of peculiarities in the light reflection.
- 2) Because of the amount of sunlight.
- 3) Because of the distance we look at it from.

Ответ:

6 According to Jane, which places are more likely to get more snowfall?

- 1) Any highlands.
- 2) Warmer areas.
- 3) Coastal territories.

Ответ:

7 Which of the following may be a symptom of an illness caused by snow?

- 1) Red skin.
- 2) Irrational behavior.
- 3) Overeating.

Ответ:

8 Which of the following is among Jane's recommendations to a driver caught in a snow storm?

- 1) Leave the car immediately.
- 2) Don't turn on the engine.
- 3) Put a bright object above the car.

Ответ:

9 Which positive use of snow does Jane NOT mention?

- 1) Production of electricity.
- 2) Growing crops.
- 3) Drinking water provision.

Ответ:

По окончании выполнения заданий 1–9 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 1 и 2 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 2. Чтение

10

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. To take from home
2. Evening drinks
3. Food for relaxation
4. Skipping the meal

5. Foreign cuisine
6. Unusual meals
7. Traditional morning meal
8. Take it ready to eat

- A. If you go to a hotel in Britain and ask for a typical English breakfast, you will probably get bacon and eggs, sausage, mushrooms, baked beans, tea and toast. When porridge or fruit juice are offered as well, the meal is sometimes advertised as a «full English breakfast». Many years ago people couldn't imagine their breakfast without a bowl of cereal or usual bacon and eggs.
- B. But how many people in England actually eat an English breakfast? Only one person in ten! One in five people say all they have for breakfast is a cup of coffee, and many children go to school without eating anything. That is happening because people lack time. They are always in a hurry and prefer to choose something light and ready-made, especially in the morning.
- C. If in Britain you stay with a family, you will almost certainly be given a «packed lunch» to eat for your midday meal. Some factories and schools have canteens where a packed lunch is the most common thing to eat. A packed lunch usually consists of some sandwiches, a packet of crisps, an apple, and a can of something to drink, for example, Coca-Cola. The quality of the packed lunch can vary.
- D. Fish and chips is the classic English takeaway food. It is usually bought ready cooked at special shops – fish and chip shops, or «chippies» as they are sometimes called. This takeaway food is wrapped in paper to be eaten at home or outside. If you go to a fish and chip shop, you'll be asked if you want salt and vinegar to be sprinkled over your chips. Be careful because sometimes they give you too much.
- E. If you have trouble getting off to sleep, don't panic. There are plenty of healthy, low fat alternatives to pills to help you nod off. Why not try a glass of warm skimmed milk, or even a cup of camomile tea? These natural and low-fat drinks will help you to get asleep. They can also relax you after a difficult day.
- F. Every British town has Indian or Chinese restaurants. There are more Chinese takeaways than there are fish and chips shops in the UK. But most people are eating curry. Curry is now Britain's most popular meal because the majority of British people like spicy food. But British people like food from other countries, too. They say it allows them to understand other cultures better.
- G. Eating carbohydrate-rich foods like bread, cereal, rice and pasta causes the production of serotonin, which makes us feel calm. Fruit and vegetables also set off the production of this chemical. Milk and cheese are also useful. The next time you feel stressed, try a little piece of bread and a glass of milk and you'll feel better in no time.

ОТВЕТ:

A	B	C	D	E	F	G

11

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Television

Few inventions have had as much effect on contemporary society, especially American society, as television. Before 1947 the number of U.S. homes with television sets A _____. By the late 1990s, 98 percent of U.S. homes had at least one television set, and those sets were on for an average of more than seven hours a day. The typical American spends (B _____) from two-and-a-half to almost five hours a day watching television.

The invention of TV is not credited to one single person. Vladimir Zworykin and Philo Farnsworth both played instrumental roles. Electronic television was first successfully demonstrated in San Francisco on Sept. 7, 1927. The system was designed by Philo Taylor Farnsworth, a 21-year-old inventor who C _____ until he was 14. While still in high school, Farnsworth had begun to think of a system that D _____ in a form that could be coded onto radio waves and then transformed back into a picture on a screen. Boris Rosing and Vladimir Zvorykin in Russia had conducted some experiments in E _____. Farnsworth's first success. Also, a mechanical television system, which scanned images using a F _____, had been demonstrated by John Logie Baird in England and Charles Francis Jenkins in the United States earlier in the 1920s. However, Farnsworth's invention and Vladimir Zvorykin's electronic TV system are the direct ancestors of modern television.

- depending on the survey and the time of year
- rotating disk with holes arranged in a spiral pattern
- could be measured in the thousands
- could capture moving images
- funding a number of research programmes
- transmitting images 16 years before
- had lived in a house without electricity

ОТВЕТ:

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Lesson in humility

I was nine when this started. That was in 1964, the year my mother left us. Chess led me to Horatio – chess and my father and my absent mother and the fact that on that day, I broke the rule about not showing what you feel.

My form-master of that year at the private day-school I went to was a chess enthusiast. He explained the rules to us, he encouraged us to play. He was kind to me and I admired him, more than admired: I wanted to be where he was. I suppose I was more than usually responsive to kindness just at that time. To please him I tried hard to be good at chess and I discovered that I was good. I had a natural talent, the master said.

I joined the school chess club. I took part in tournaments and distinguished myself. **Shining at few things**, for a brief season I shone at chess. I studied the game, I read the accounts of historic encounters, the ploys of long-dead masters, and I played them out alone. I would set out the pieces at random, then sweep them off and try to replace them from memory. At night, I would picture the chess board, go through the moves of some legendary end-game and find consolation.

A colleague of my father was there one Sunday afternoon – my father was a senior official at the Treasury. “Your father tells me you are quite a chess-player.” On his reddish face an indulgent look. “At least by his own report,” my father said with a sarcastic smile. He seemed to suggest I had boasted. Perhaps I had. “Not up to your level, Henry, not yet.” Henry, Harry, Humphrey. A chessplayer of note. ‘Fancy a game, young man?’

We played and I won. He still had half his pieces on the board when I checkmated him. Pleasure in victory, expectation of praise – face and voice were not yet practiced enough, I suppose I showed my feelings too clearly. My father looked at me, but uttered no word. He went out, came back with a book from his study, brought it over for me to see. “Look here,” he said, the colleague meanwhile looking on. “Look at these people here.”

He had opened the book roughly in the middle. There were two faces, one on either side: William Pitt the Younger and Horatio Nelson. Neither name meant anything to me at the time. Later, of course, I knew them for close contemporaries -Horatio was a year older and died three months earlier.

“Take a good look,” my father said. “These two men saved our country, they had reason to be pleased with themselves.”

He meant **it** for my benefit or so I like to think. He did not want me to be jubilant in victory, to overrate small achievements. He wanted to inspire me with worthy ambitions. But in his manner and tone I sensed displeasure; he was not pleased at my success, it had disturbed his sense of the natural order.

My interest in chess did not long survive that day, the lesson in humility proved the death-blow to it. I continued to play during what was left of the term, but my heart was not in it, I lost the appetite for victory, my game fell off. In the autumn, Monty and I were sent away to boarding school and I never played chess again.

12 The narrator started playing chess because of the encouragement from ...

- 1) his father.
- 2) his mother.
- 3) his teacher.
- 4) Horatio.

ОТВЕТ:

13 In paragraph 3 the words “shining at few things” mean that the boy ...

- 1) did not have many achievements.
- 2) won a few tournaments.
- 3) perfected his chess skills.
- 4) devoted himself to many activities.

ОТВЕТ:

14 The father spoke about his son's chess talent ...

- 1) enthusiastically.
- 2) boastfully.
- 3) happily.
- 4) ironically.

ОТВЕТ:

15 The father was displeased with his son because ...

- 1) his colleague was hurt by the defeat.
- 2) the boy couldn't hide his pleasure.
- 3) he had hoped for his loss.
- 4) the boy broke the rules of the game.

ОТВЕТ:

16 What did the boy think about William Pitt and Horatio Nelson?

- 1) They were models for the boy.
- 2) He didn't want to be like them.
- 3) He knew nothing about them at the time.
- 4) He liked William Pitt but despised Horatio Nelson.

ОТВЕТ:

17 The father's words were meant to ...

- 1) teach his son some history.
- 2) show his son how wrong he was.
- 3) show his son how to celebrate a victory.
- 4) teach his son to evaluate one's achievements.

ОТВЕТ:

18 The boy stopped playing chess because ...

- 1) he had to leave his school.
- 2) he lost interest.
- 3) his father wouldn't let him play.
- 4) he had started losing games.

ОТВЕТ:

По окончании выполнения заданий 10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 10 и 11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

The game of chess

- 19 No one knows for certain where the game of chess comes from. Most likely, the first game _____ in ancient India in the 6th century. PLAY
- 20 During the 6th or 7th century, the game _____ *chaturanga* travelled from India to neighbouring Persia. CALL
- 21 There its name _____ *shatranj*. The word “chess” comes from either *shatranj*, or from the Persian *shah*, which means “king.” “Checkmate” comes from the Persian *shah mat*, which means “the king is dead.” BECOME
- 22 _____, in the 13th century, the game came to Europe. LATE

The Earth

- 23 The Earth is moving around the Sun at about 1,800 kilometers a minute. However, there _____ anything close by to show this. NOT BE
- 24 When _____ in a car, you see nearby bushes and buildings rushing by, but mountains in the distance don't seem to move at all. TRAVEL
- 25 If we had other satellites close by along the route of Earth's orbit, we'd see how fast we are going. But the stars are like the mountains, too far away to help _____ judge our speed. WE

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

Russia at the 2012 London Olympics

- 26 There are different opinions as to the results of the Russian team at the London Olympics. In medal-winning terms, Russia's 2012 _____ is better than that at the Beijing Olympics in 2008, improving from 23 gold medals to 24 and up from a total of 73 medals to 82. PERFORM
- 27 But the British were more _____ with 29 gold medals, moving Russia into the fourth place. SUCCESS
- 28 The reaction in Russia during the first days of the Olympics was largely _____, but then changed as more and more medals were won. NEGATION

- 29** Yet, we have to admit that in some ways our sportsmen were _____. For example, there were no gold medals in weightlifting this time, though we usually had had a number of them at the Olympics. LUCK
- 30** Alexander Zhukov, president of the Russian Olympic Committee, explains China's success in the following way: "They have actually copied the Soviet system of children's _____." TRAIN
- 31** He adds, "It is rather difficult for us to return to the Soviet system now and, besides, I doubt whether it is _____ in this day and age.» REASON

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Bob

Robert Henry Kefford III was known to his friends as Bob. He was sorry to be leaving Cambridge. He had spent three glorious years at St. John's, and **32** _____ he hadn't read as many books as he had done for his undergraduate degree at the University of Chicago, he had tried hard to come in head of the river. It wasn't unusual for an American to win a rowing competition in the early 1970s, but he **33** _____ to win a victorious Cambridge eight for three years in a row. **34** _____ Britons have done it.

Bob's father, Robert Henry Kefford II, known to his friends as Robert, has traveled over to England to watch his son take part in all three races from Putney to Mortlake. After Bob had stroked Cambridge to victory for the third time, his father **35** _____ him that he must not return to his native Illinois without having presented a memento to the University Boat Club that they would **36** _____ him by.

"And don't forget, my boy," declared Robert Henry Kefford II, "better to show that you have **37** _____ an effort to present them with an object of historic value than give them something that obviously cost a great deal of money. The British appreciate that sort of thing."

Bob spent many hours considering his father's words, but completely **38** _____ to come up with any worthwhile ideas.

- 32** 1) however 2) although 3) therefore 4) moreover

ОТВЕТ:

- 33** 1) achieved 2) managed 3) succeeded 4) fulfilled

ОТВЕТ:

- 34** 1) Few 2) Many 3) Much 4) Little

ОТВЕТ:

- 35** 1) talked 2) spoke 3) said 4) told

ОТВЕТ:

- 36** 1) review 2) remind 3) remember 4) recall

Ответ:

- 37** 1) held 2) made 3) done 4) kept

Ответ:

- 38** 1) lacked 2) lost 3) failed 4) missed

Ответ:

По окончании выполнения заданий 19–38 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 19–31 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 4. Письмо

Для ответов на задания 39 и 40 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 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 (39, 40), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

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

*...I'm going to join a music club. I want to be a musician. What sort of music do you usually enjoy listening to? Have your musical tastes changed over the years? Why? Do you and your friends prefer listening to live music or recorded music?
Yesterday I bought a new book ...*

Write a letter to Edward.

In your letter

- answer his questions
- ask **3 questions** about his new book

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

You shouldn't rely on your family and friends in choosing a career.

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

ВАРИАНТ 5

Раздел 1. Аудирование

1

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. Earning money for education has its minuses.
2. These two things can change the teacher's motivation.
3. Money is not all that matters to the devoted teacher.
4. Teachers can also learn from their students.
5. Even the best of teachers can't be effective without students' input.
6. Teaching brings the whole world to the classroom.
7. Students' true interest in the subject is the best reward for the teacher.

Говорящий	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A** Linda and Frank are going to the movies.
- B** Mel Gibson's character fights in the War of Independence.
- C** Frank thinks the plot benefits from love stories.
- D** Mel Gibson's character falls in love with a British girl.
- E** Frank finds the film unrealistic in many ways.
- F** Frank is sure costumes will be the main attraction for Linda in the film.
- G** Linda plans to see the film that very night

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях **3–9** запишите в поле ответа цифру **1, 2** или **3**, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3 David has some work experience as ...

- 1) a military pilot.
- 2) a pilot of regional airlines.
- 3) a British Airlines representative.

Ответ:

4 David's present duties include ...

- 1) helping his senior colleagues with their luggage and uniform.
- 2) paging important information to his senior colleagues.
- 3) replacing his senior colleagues when they are ill.

ОТВЕТ:

5 What is annoying to David in his current job?

- 1) The airline's plans can go wrong.
- 2) It takes him too long to get to the airport.
- 3) Being paged interrupts his personal life.

ОТВЕТ:

6 Describing some difficulties in his current job, David says that ...

- 1) it is a normal part of a reserve pilot's career.
- 2) other pilots have more serious problems.
- 3) he expects his job to become more difficult in the future.

ОТВЕТ:

7 What is the biggest disadvantage of David's current job?

- 1) Lack of free time.
- 2) Irregular working hours.
- 3) Low salary.

ОТВЕТ:

8 Speaking about his flat-mates, David says that ...

- 1) they are not very friendly to him.
- 2) they always argue about who will cook the meals.
- 3) he doesn't have the opportunity to see them very often.

ОТВЕТ:

9 What kind of training will David need in the future?

- 1) Training in flying A320.
- 2) Training for keeping up with changes.
- 3) Training in the company's operations.

ОТВЕТ:

По окончании выполнения заданий 1–9 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 1 и 2 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 2. Чтение

10

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. Milk can be dangerous
2. Fighting poverty
3. The history of milk
4. Why you should drink milk

5. Milk around the world
6. A programme with a milky name
7. From glass to plastic
8. More than food

- A. Milk is a primary source of nutrition for young mammals, including human babies, before they are able to digest other types of food. Moreover, it's proved that milk carries antibodies from mothers to babies protecting them from illnesses or reducing the risk of them. So, apart from containing necessary nutrients for a newborn, milk has other important functions as well.
- B. As an agricultural product, milk is extracted from mammals such as cows or goats and used as food for humans. Worldwide, dairy farms produce about 730 mln tons of milk from 260 mln dairy cows. India is the world's largest producer and consumer of milk yet it neither imports nor exports milk. New Zealand and the USA are the world's largest exporters of milk products.
- C. Throughout the world, there are more than 6 billion consumers of milk and milk products and over 750 million people live within dairy farms. Milk is a key contributor to improving nutrition and food security particularly in developing countries. Improvements in livestock and dairy technology offer significant promise in reducing poverty and malnutrition in the world.
- D. Historically, milk was sold by milkmen in jars. The first glass bottle packaging for milk was used in the 1870s. The first company to do so may have been the New York Dairy Company in 1877. The Express Dairy Company in England began glass bottle production in 1880. Later in 1932 plastic coated paper milk cartons were introduced commercially and they are still popular worldwide.
- E. It's recommended that a person consume 3 glasses of fat-free or low-fat milk for adults and children 9 and older (less for younger children) per day. However, this recommendation is being disputed at the time given that there are other sources for calcium and vitamin D. Probably whole milk is still better for health due to its increased ability to satiate hunger.
- F. However, many people in the world are unable to consume cow's milk because they are unable to digest the sugar in milk called lactose. This sugar only exists in mammals' milk. Most babies can digest lactose, but some people lose this ability after the age of two. Symptoms of lactose intolerance include nausea, cramps, and diarrhea and usually appear within two hours of consuming milk.
- G. Milk is a must in every frig of a household. It's such a common product that a new app for mobiles to help you plan your day wisely and remember important things was called 'Remember the milk'. The programme sends you e-mails or SMS to remind you about the things you've planned. You can even change your plans in this program while being off-line.

Ответ:

A	B	C	D	E	F	G

11

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Education for the 21st century

Since its creation in 1945, UNESCO's mission has been to contribute to the building of peace, poverty eradication, lasting development and intercultural dialogue. Education is A _____. The Organization is committed to a holistic and humanistic vision of quality education worldwide, B _____, and the belief that education plays a fundamental role in human, social and economic development.

UNESCO's educational objectives are to support the achievement of education for all; to provide global and regional leadership in education; to strengthen education systems worldwide from early childhood to the adult years; C _____ through education.

UNESCO's work encompasses educational development from pre-school through D _____, non-formal education and literacy.

The Organization focuses on increasing access, E _____ develops knowledge and skills in areas such as sustainable development, human rights and gender equality. UNESCO works with governments and a wide range of partners to F _____ through policy change. It coordinates the Education for All movement, tracks education trends and raises the profile of educational needs on global development agendas.

1. the realization of everyone's right to education
2. one of its principal activities to achieve this aim
3. make education systems more effective
4. to respond to contemporary global challenges
5. stimulating teachers to work more effectively
6. to higher education, including vocational education
7. improving quality, and ensuring that education

Ответ:

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

The Maya civilization

The Maya civilization was one of the most advanced cultures in Mesoamerica, and their empire's incredible reign (and mysterious collapse) is a source of fascination for all types of scholars. The culture is well-known for its long-count calendar, inscribed on a large stone, as well as its incredible architecture, and for having the first fully developed written language in the Americas. This is known due to the codices, or folding books, which have been found in various historical sites and are considered some of the era's most important artifacts.

While many of these volumes were destroyed in the years during and after the Spanish conquest, three of the codices have been established as authentic beyond doubt. They are named after the cities in which they eventually came to reside: the Dresden, Madrid, and Paris codices. Other Maya books are extremely rare due to disintegration; many excavations of archaeological sites have unearthed lumps of plaster which are the remains of tomes where all organic matter has decomposed.

The Dresden Codex is one of the more well-known books, found in Chichen Itza. The last is believed to be the central city of the Maya civilization. The Dresden Codex is the oldest book written in the Western Hemisphere that's ever been found, and consists of 39 double-sided sheets of amate

paper. One of the most interesting things about the book is that it was written by eight different authors in a variety of colors, styles, and glyphs. The volume has an extraordinarily accurate astronomical table, including a chart that predicts the movement of Venus in the sky. It's believed that the Maya rulers would organize their wars to occur only when the planet had risen. We still can't explain what made it possible for the Maya people to make such accurate astronomical observations without special equipment, so there are constant talks about possible contacts of Maya with other interspace civilizations.

The Madrid Codex is more varied than the Dresden, and is thought to have been written by only one person after the Spanish had already arrived in Mesoamerica. It may have been sent back to Spain by Herman Cortes himself, and it now resides in the Museo de America in Madrid. The source city for this book is believed to be Tayasal, which was conquered by conquistadors in 1697.

The Paris Codex was acquired by France in 1832, and promptly disappeared for several years shortly after a few reproduction drawings had been made. It was rediscovered in 1859 in a basket of papers in the National Library, and is in poor condition as a result. The book contains prophecies relating to the Maya long-count calendar as well as their zodiac. Many people still believe in the verity of Maya prophecies, or at least in our ability to decipher them.

While these three are the only authenticated Maya codices, there are a number of others which are believed to be forgeries; the rarity of this type of artifact naturally causes a spike in the price for a new one. The Grolier Codex surfaced in the 1970s, and consists of 11 pages, which were discovered in a cave. It is an extremely convincing artifact, but scholars are in serious disagreement over its legitimacy. While the paper is ancient enough, the pictures on it have many inconsistencies and errors, and no consensus has yet been reached.

12 Which of the following is, according to the author, NOT what the Maya civilization is famous for?

- 1) Knowledge.
- 2) Outstanding constructions.
- 3) Military victories.
- 4) Time-planning charts.

OTBET:

13 The Maya codices became so important for modern scholars because they ...

- 1) were found in different places.
- 2) are direct evidence of an ancient culture.
- 3) disclose ancient mysteries.
- 4) can still function as a calendar.

OTBET:

14 The Codices are named after several European cities because ...

- 1) they were found there.
- 2) they are kept there.
- 3) these cities are also very old.
- 4) these cities are the best research centres.

OTBET:

15 According to the author, in Maya culture the planet Venus movement was used to show ...

- 1) when to change the ruler.
- 2) the accuracy of astronomical tables.
- 3) how to organize their civilization.
- 4) when to start a military action.

Ответ:

16 It can be implied that the Madrid Codex was ...

- 1) a war trophy.
- 2) bought for the museum.
- 3) the reason of an ancient conflict.
- 4) discovered by chance.

Ответ:

17 The Paris Codex is in the poorest condition because it was ...

- 1) not kept in a library.
- 2) poorly copied.
- 3) neglected for a period of time.
- 4) discovered too late.

Ответ:

18 The scholars are in doubt about the authenticity of the Grolier Codex because of ...

- 1) its controversial content.
- 2) the qualities of its paper.
- 3) the text style.
- 4) its size.

Ответ:

По окончании выполнения заданий 10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 10 и 11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

The North Pole has melted again

- 19 Two weeks of warm weather in the high Arctic have caused a lake to begin forming. To be clear, the water _____ the pole is not sea water SURROUND from the ocean.
- 20 It is _____ ice water resting on a layer of ice below. "It's a shallow lake. It's a cold lake. But it is, actually, a lake," writes William Wolfe of Canada.com. MELT
- 21 That lake started to form on July 13 during a month of abnormally warm weather – temperatures were 1–3 degrees Celsius higher than average in the Arctic Ocean this month. In addition, the weather is likely to get _____ over the coming week. An Arctic cyclone will bring strong winds and rain. BAD

Snow in Brazil

- 22 According to the National Meteorology Institute, 87 towns in all three of Brazil's southern states saw snow and freezing rain last week. The temperature _____ below zero. GO
- 23 In some towns temperature as low as minus 7 degrees Celsius was registered. It was the _____ time that it snowed in Florianopolis, and Curitiba, the capital of the state of Parana reported snow after 38 years. ONE
- 24 Snow is rare in Brazil. Last year it _____ out only in a handful of towns in the mountainous areas. FALL
- 25 This year because of heavy snowfalls and low temperature a state of emergency _____ in several towns of the country. DECLARE

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

Don't swim with 'Dusty'

- 26 Dolphins are known for their gentle personality. But the celebrity dolphin, 'Dusty', one can see in Doolin Harbour, County Clare, Ireland is different. This female dolphin is well-known for her _____ behaviour. AGGRESSION
- 27 One day she was bathing next to a wall and stone steps of the harbour, with two _____ nearby. SWIM

- 28** She soon turned sinister as she began to bash her tail on the surface of the water in a sign of anger and _____, causing enormous splashes. IRRITATE
- 29** _____ the dolphin surged through the water and hit a woman, leaving her screaming in pain. SUDDEN
- 30** The _____ woman began shouting for help. She was dragged onto the steps by a bystander, but Dusty soon came back and menacingly raised her head out of the water before swimming away. FORTUNATE
- 31** Dusty was first spotted in the waters as far back as 2000. At times she can seem _____ and welcoming of the attention, but she can quickly turn nasty. Lifeguards in the area are now putting out red flags whenever Dusty is spotted in the area and have asked tourists not to swim with the dolphin. FRIEND

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

My family

I don't believe anyone could describe me as a snob. However, I do believe that the saying "There's a place for everything, and everything has its place" **32** _____ equally well to human beings.

I was born in Yorkshire in Victorian times and I can safely **33** _____ that during this period my family played a considerable role. My father, Sir Raymond Hardcastle, was not only an inventor and industrialist of great imagination and skill, but he also built up one of the nation's most successful companies. At the same time he always **34** _____ his workers as if they were all part of the family. Indeed it was this example that he **35** _____, whenever he dealt with those less fortunate than himself that has been the benchmark by which I have attempted to conduct my own life.

I have no brothers and just one elder sister, Amy. **36** _____ there were only a couple of years between us, I cannot pretend that we were even particularly close, perhaps because I was an outgoing child, while she was shy and reserved. Her only interests in life were gardening, crochet work and the occasional visit to Scarborough festival. She never **37** _____ an attempt to get out of the family circle.

Gerald and I first met when I had been a houseguest at Lord Fanshaw's country home in Norfolk. As it turned **38** _____, we had much in common. We were married in July 1895 and our son Guy was born a year later. My father simply doted on Guy and left everything to him.

- 32** 1) concerns 2) applies 3) affects 4) influences

Ответ:

- 33** 1) say 2) speak 3) tell 4) talk

Ответ:

- 34 1) counted 2) dealt 3) judged 4) treated

Ответ:

- 35 1) did 2) made 3) set 4) put

Ответ:

- 36 1) however 2) although 3) therefore 4) nevertheless

Ответ:

- 37 1) made 2) did 3) took 4) held

Ответ:

- 38 1) off 2) out 3) in 4) over

Ответ:

По окончании выполнения заданий 19–38 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 19–31 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 4. Письмо

Для ответов на задания 39 и 40 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 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 (39, 40), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

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

*...My brother has just graduated from University. He is a lawyer now. What professions are the most prestigious in Russia? What kinds of money-making jobs in Russia do not require a university degree? Do you want to go to college, why or why not?
This summer we are going on a three-day bicycle trip ...*

Write a letter to John.

In your letter

- answer his questions
- ask **3 questions** about the trip

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

Young people like travelling more than senior citizens.

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

ВАРИАНТ 6

Раздел 1. Аудирование

1

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. A strange dress can be a pass to free college education.
2. Even the rich were not allowed to wear what they wanted.
3. Clothes can bring back sad memories.
4. Clothes perform different roles with time.
5. They make unique clothes for all kinds of performing artists.
6. The choice of cloth was determined by climate.
7. Fashion rules for women are very flexible today.

Говорящий	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A** Phillip got lost on his way to college.
- B** Phillip took the right bus to college.
- C** Phillip found out that introduction etiquette is different in England.
- D** The college library was closed between 12 and 3.
- E** Phillip had three classes on his first day.
- F** Phillip has problems with his Math teacher.
- G** Phillip will practice his speaking skills during the course.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях **3–9** запишите в поле ответа цифру **1, 2** или **3**, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3

- David made his new film with the aim to ...
- 1) show previously unknown details of World War II.
 - 2) express his respect for people who took part in World War II.
 - 3) tell people about his personal participation in World War II.

Ответ:

4 David's personal knowledge of the war is primarily based on ...

- 1) his father's stories.
- 2) his own experiences.
- 3) reading history books.

ОТВЕТ:

5 What helps David cope with a lot of work?

- 1) Relaxing parties.
- 2) Complete concentration.
- 3) Taking a rest out of town.

ОТВЕТ:

6 When David has a problem to solve, he ...

- 1) consults a professional psychiatrist.
- 2) pictures the worst outcome and decides if he can cope.
- 3) writes about it in his diary.

ОТВЕТ:

7 David says that the best way for him to have a rest now is ...

- 1) to meet friends.
- 2) to spend time with his family.
- 3) to watch films on TV.

ОТВЕТ:

8 How does David's wife feel about him being away from home a lot?

- 1) She believes it is normal.
- 2) She is satisfied with telephone communication.
- 3) She wants him to pay more attention to the family.

ОТВЕТ:

9 What does David feel about being a father?

- 1) He believes he is wiser and calmer than younger fathers.
- 2) He regrets not being patient enough with his daughter.
- 3) He would have preferred to have become a father at an earlier age.

ОТВЕТ:

По окончании выполнения заданий 1–9 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 1 и 2 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 2. Чтение

10

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. For adventurous skiers</p> <p>2. Especially good in autumn</p> <p>3. For the rich and lazy</p> <p>4. Not just for gamblers</p> | <p>5. Like an island in heaven</p> <p>6. Film-makers like it</p> <p>7. Looking down from up there</p> <p>8. Probably the best one of five</p> |
|--|---|

- A. If you go to the Insular Mountain Range of Vancouver Island and face the open Pacific Ocean, be ready to experience the magnificent natural and cultural heritage of Canada's west coast. If you decide to go deeper into the island, you will find a lush coastal rainforest that gives way to bountiful and diverse intertidal and subtidal areas. And to top it all off, there are breathtaking beaches that make this an island paradise.
- B. The resort town of Whistler is about a two-hour drive from Vancouver. Whistler offers visitors fine food and spas, but mostly it is popular among tourists for the opportunities it offers for adventure. Whistler and Blackcomb Mountains make Whistler one of the best destinations in the world for first-class skiing. The passage between the two mountains creates a unique terrain one mile above the village, providing a year-round skiable territory.
- C. A prized national treasure, Banff National Park is one of five national parks in the Canadian Rocky Mountains. It attracts millions of visitors each year for camping, hiking, biking, skiing, fishing or just relaxing. A full range of accommodation, restaurants and shops can be found in the resort. Two of the most famous and historic Canadian hotels, the Fairmont Banff Springs and the Chateau Lake Louise, are located in these towns as well.
- D. Niagara Falls is maybe the most famous in the world, attracting millions of tourists each year. However, it has a certain reputation for being partly a small-scale Las Vegas and a theme park, because in addition to Niagara Falls the tourists can visit a casino resort with fine hotels and restaurants. Although this area is improving very quickly and everyone can easily find what they like, the Niagara region as a whole is worth deeper exploration.
- E. Tourists are naturally drawn to tall buildings where they can get a bird's eye view of a city. The CN tower, located in downtown Toronto, is the tallest free standing structure in the world. Unfortunately, elevated observation usually comes at an equally elevated price, and the CN Tower is no different. However, tourists love it and the glass elevator takes them to the glass-floored outdoor observation deck which is a real thrill for both kids and grown-ups.
- F. The 300 km long Cabot Trail is famous for its panorama views of the Atlantic Ocean. The trail is especially popular in the fall when the views are the most spectacular. Even though the drive into this area usually takes a few hours, once there, tourists can spend a day or two stopping in at one or two of the towns along the trail, relaxing and enjoying the magnificent nature all around.
- G. By North American standards, Vancouver is a young city. But what it lacks in history it compensates for with its unique blend of urban and natural features. Thanks to its high-fashion boutiques, it has earned the nickname "North Hollywood." Vancouver's breathtaking views are often chosen as the setting for popular television shows and major motion pictures. Often tourists are surprised to recognize landmarks from their favorite films and shows.

ОТВЕТ:

A	B	C	D	E	F	G

11

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Junior Achievement

Preparing the workforce of the future, Junior Achievement (JA) of Kentuckiana (USA) is the region's leading provider of life-changing economics programs for students. JA has made the commitment to serve every student in the region four times in his/her school career. JA evaluated the programs A _____, and chose those in grades that got the highest impact results: – in the 3rd grade, in upper elementary grades, in middle school, and in high school.

In these troubled economic times, it is clearer than ever B _____ the basics of financial literacy in order to become prosperous and productive citizens. JA is at the forefront of the region's recovery from the current economic crisis. The recent recession has demonstrated C _____. Though JA reaches more than 44,000 students each year in Kentuckiana, there are still countless students D _____ that they both need and deserve to succeed in a global economy.

JA is a partnership between the business community, educators and volunteers, E _____ succeed. JA's hands-on, experiential programs teach the key concepts of work readiness and financial literacy. Volunteers embody the heart of JA. By donating 45–60 minutes of time for 5–7 weeks, volunteers help JA become a successful bridge between education and business. Comprehensive classroom materials and a thorough training process prepare volunteers to F _____.

1. who grow up without the education
2. that were available at several school levels
3. who works hard to build up one's career
4. that all members of society need to understand
5. enter the classroom and teach JA programs
6. that there is a vital need for work readiness education
7. who work together to inspire students to dream and

Ответ:

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Magnificent mysteries

“Dynasty and Divinity”, the first big exhibition devoted to African sculpture from the Kingdom of Ife (in present-day Nigeria), begins an 18-month tour of America. The show, which consists of a number of works in stone, terracotta and metal made between the 9th and 15th centuries, is a genuine revelation and a rare treat. Art from dramatically different cultures is often hard to connect with, as is their languages, traditions and ways, but these sculptures are naturalistic and remarkably accessible.

More than 100 works are on display. Some have been abroad before, some have left Africa for the first time. Text and photo murals on the walls instruct visitors about the ancient kingdom, which had been an unbroken monarchy for more than 800 years.

The background information is interesting but limited. The art itself makes a powerful impact. Some of it is unnerving. A few of the terracotta heads are gagged; others are deformed either by birth defects or disease. A dozen or more heads in copper alloy are exciting in a less complicated way;

their faces radiate serenity. Ten of them are life-sized. The three that are somewhat smaller are topped by gorgeous crowns decorated with what appears to be rings of beads. These heads are beautiful, technically sophisticated and compelling.

Some of the objects in the exhibition definitely used to play a part in rituals. But were they made for that purpose? There is no answer as Ife has no written early history. Many of the works were chance discoveries. There is no archaeological record to help scholars find answers to the many questions that they raise. Were the copper-alloy heads the work of a single artist or workshop? Are the heads portraits or idealised images? It is almost impossible to be sure of the sex of one or two.

In the 15th century metal casting in Ife stopped abruptly. The reasons are quite clear. This was when the Portuguese arrived on West Africa's coast to colonise it. **The neighbouring Kingdom of Benin supplanted inland Ife as a trading centre** and the metal casters, as other craftsmen, may have moved to where they were more likely to find patrons. For this speaks the fact that the best of Benin's famous, more stylised samples of bronze were made between the 15th and 18th centuries. But the memory of the greatness survived, and Ife remained and still remains the spiritual home of the Yoruba-speaking people.

In 1910 Leo Frobenius, a German explorer, saw Ife's superbly modelled terracotta sculptures and a single brass head. He was so stunned that thought they were too good to have been made by Africans and concluded that the sculptors must have been survivors of Atlantis, the submerged island of Greek legend. Along with expressions of excitement, there were echoes of this reaction in 1938 when Europeans first saw a cache of newly unearthed brass heads.

Now these reactions seem shockingly bigoted or, at best, quaintly narrow-minded: the skill and imagination of African artists is generally recognised. Ife sculpture is seen to be sophisticated, not primitive. Appropriately, the show is touring art, rather than ethnographical, institute. Its last stop before returning to Nigeria will be in the handsome new building of New York's African art museum.

12 Which statement DOES NOT refer to the content of paragraph 1?

- 1) The sculpture in the exhibition is rich and diverse.
- 2) The exhibition pieces come from different countries.
- 3) The exhibition leaves a positive impression.
- 4) Art presented is easy to understand.

ОТВЕТ:

13 The heads make a powerful impact because they are ...

- 1) masterfully made.
- 2) technologically complicated.
- 3) richly decorated.
- 4) shocking to look at.

ОТВЕТ:

14 In paragraph 4 the author argues that ...

- 1) the casts were made from female models.
- 2) the exhibits were discovered by chance.
- 3) the exhibition leaves many questions to be answered.
- 4) the heads were made for religious purposes.

ОТВЕТ:

15 Saying “the neighbouring Benin supplanted inland Ife as a trading centre” the author means that Benin ...

- 1) undermined the importance of Ife.
- 2) bought the casts from Ife.
- 3) conquered the neighbouring Ife.
- 4) replaced Ife as a cultural centre.

ОТВЕТ:

16 According to Leo Frobenius, the terracotta sculptures ...

- 1) were brought to Africa from somewhere.
- 2) were made by Atlantis masters.
- 3) represented the citizens of Atlantis.
- 4) were figures from a Greek legend.

ОТВЕТ:

17 The author’s attitude to Leo Frobenius’ opinion appears to be ...

- 1) neutral.
- 2) positive.
- 3) negative.
- 4) unsure.

ОТВЕТ:

18 In general, it may be said that the article is about ...

- 1) an exciting art show.
- 2) a prejudiced opinion.
- 3) the history of Africa.
- 4) the art of sculpture.

ОТВЕТ:

По окончании выполнения заданий 10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 10 и 11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

Does the plan work?

- 19 Brad was a student in my after-school tutoring session. He was working _____ than diligently. LITTLE
- 20 “Brad,” I said, “I talked to your mom, and she wants you to stay for the full hour, so you may as well get something done.” “She wants you to keep me every day for an hour?” he complained. “She wants you to learn it’s _____ to work during regular class hours than to give up after-school time.” Brad seemed to agree. EASY
- 21 “So,” I continued, “why not get your work done now so you can bring your marks up and get your mom off your back?” “No!” he replied in horror. “If I _____ good marks now, she’ll think this plan is working, and she’ll keep me in here until June!” GET

April Fool’s Day

- 22 This is the day when people play tricks on each other. April Fool’s Day _____ in France centuries ago. New Year’s Day in France used to be on April 1. BEGIN
- 23 Then the Pope changed the date. Some people _____ and kept using the old date. NOT KNOW
- 24 They _____ at and got the name “April fools”. LAUGH
- 25 Sometimes, newspapers and TV programmes trick people. For example, we all know that spaghetti is made of flour, eggs and water. But one year a TV programme showed spaghetti _____ on trees! GROW

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

Understanding poetry

- 26 Poetry is language used to form patterns of sound and thought into work of art. Good poems often seem to suggest more than they say, and complete understanding of the poem often depends upon the sensitivity and _____ of the reader. IMAGINE
- 27 Reading poetry in English can be especially _____ to speakers of other languages because it requires them to think in English. HELP

- 28** It also requires them to consider the subtle _____ and _____ connotations of words. MEAN
- 29** To understand the poem is to understand its images. An image is a detailed _____ that appeals to the senses. DESCRIBE
- 30** It is like a picture drawn with words and like words, it can have _____ meanings. VARY
- 31** These images often do more than describe a scene or experience – they try to create an experience for the reader. Poems speak to us in many ways. Poems say to us something that cannot be _____ expressed in any direct or literal way. FULL

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

At the Manor House

The Rolls-Royce drove through the gates of the Manor House and up a long driveway lined with tall oaks. Harry had counted six gardeners even before he **32** _____ eyes on the house.

33 _____ during their time at the boarding school Harry had learned a little about how Giles lived, but nothing had prepared him for this. When he saw the house for the first time, his mouth opened and **34** _____ open. “Early eighteenth century would be my guess,” said Deakins. “Not bad,” said Giles. “1722, built by Vanbrugh”. The car came to a halt in front of a three-storey mansion built from golden Cotswold stone. Giles jumped out before the chauffeur had a chance to open the back door. He ran up the steps and made his **35** _____ through the front door and into a large, highly polished wood-panelled hall. His two friends followed him.

As soon as Harry stepped into the hall, he found himself transfixed by the portrait of an old man. He appeared to be staring directly down at Harry. Giles **36** _____ the man in the portrait – he had inherited the man’s beak-like nose, fierce blue eyes and square jaw. Harry looked **37** _____ at the other paintings that adorned the walls. He was looking at a landscape by an artist called Constable, when a woman swept into the hall wearing what Harry could only have described as a ball gown.

“Happy birthday, my darling,” she **38** _____. “Thank you, Mum,” replied Giles as she bent down to kiss him. She gave Harry such a warm smile that he immediately felt at ease.

- 32** 1) put 2) rest 3) set 4) fixed

Ответ:

- 33** 1) However 2) Although 3) Nevertheless 4) Therefore

Ответ:

- 34** 1) kept 2) held 3) left 4) stayed

Ответ:

- 35 1) road 2) path 3) way 4) track

Ответ:

- 36 1) reminded 2) resembled 3) remembered 4) recollected

Ответ:

- 37 1) over 2) into 3) around 4) after

Ответ:

- 38 1) spoke 2) said 3) talked 4) told

Ответ:

По окончании выполнения заданий 19–38 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях 19–31 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 4. Письмо

Для ответов на задания 39 и 40 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 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 (39, 40), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

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

...I'm living alone now as my parents are visiting my elder sister and her new baby. I never thought we spend so much on food! Where do you usually buy food? What's the most expensive and the cheapest thing to eat in Russia? What do you prefer – to eat in or to eat out, and why?

This month I'm working as a baby-sitter for my neighbours...

Write a letter to Jane.

In your letter

– answer her questions

– ask **3 questions** about her experience as a baby-sitter

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

Sewing or knitting clothes at home today is a waste of time and money.

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

ПРИЛОЖЕНИЯ

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

ВАРИАНТ 1

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 1

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. У Вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

Health means a lot to me and I pay attention to it. For me, to be healthy means being active, so I play all kinds of sports. I go to the local gym and it gives me enough energy to lead my hectic lifestyle. I try to squeeze many things into my days, but I always find time to do some push-ups in the morning and evening and I regularly work out with weight machines. At least once a week I fit in a game of tennis. I hope it will keep me away from doctors.

Speaker B

I think the modern lifestyle is too demanding, and apart from having a sharp intellect you need to keep healthy to get ahead in life. Studying and climbing the career ladder can put much stress on anyone. For me, an important thing is to find ways to relieve it, so I do yoga and go swimming at least twice a week, and practice special breathing techniques. I especially love swimming because water has a wonderful ability to wash away your worries and fears.

Speaker C

People say a healthy body means a healthy mind, but I think it's not the mind that depends on the body but vice versa. You can't be really healthy if you don't exercise both. I play football at school to train my muscles, but there are sports to train your brains, too. For instance, I play chess in the local club twice a week. I'm not a champion – my results aren't high – but I believe chess has made me more successful at Maths – and maybe even healthier as well.

Speaker D

For me, being healthy simply means not being ill. I have generally poor health, sorry to say, and often I have to stay at home. I'm so envious of my schoolmates because they can run around and visit the gym and so on. I'd play sports if I could, but I can't. When I'm able to join my friends at school and attend classes, I'm truly happy. Actually, I guess lots of people think they're healthy just because they aren't in hospital, so in that I'm not unique.

Speaker E

For me, health is an abstract notion. You can't know if a person is healthy just by looking at him, right? A healthy appearance alone doesn't mean good health, but still I try to look healthy. This means I use make-up every time I go out so that my complexion looks glowing, and I hide any dark circles around my eyes which appear because of sleepless nights surfing the net but it doesn't matter, because make-up can help. I like to look my best.

Speaker F

In my opinion, health is a complex thing including many aspects like sports. However, the first criterion of health for me is a person's figure. I don't believe an overweight person can claim to have good health. I watch my weight using home scales. When I see any weight gain, it's a signal that something is wrong and I need to do something about it. Other than this, I don't really pay much attention to following a healthy lifestyle.

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.)

Задание 2

*Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды. У Вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

Jane: Hi, Mike. How are you? I hope you're feeling better.

Mike: Yea, I think I'm getting back to normal after that nasty flu. It's just that I'm tired of being home alone, doing nothing all day long. I can't wait to get back to school, but right now I'm still too weak.

Jane: I hope you're not going to risk your health and leave the house too early. Besides, you're allowed visitors now, right? Why not invite some friends over?

Mike: Yea, of course, I'll do that, but everyone's busy, and they can't stay for long anyway.

Jane: So why don't you read books or watch TV?

Mike: I've tried reading, but it's still difficult. TV is easier, so I've been watching a lot of TV recently.

Jane: Poor thing! I'd hate having to be glued to that box. Was there anything good on TV today?

Mike: Actually, yes, there was an interesting nature documentary.

Jane: Oh, do you like that kind of program? I didn't know that.

Mike: I didn't use to watch documentaries, but today I didn't have anything else to do.

Jane: What was it called?

Mike: 'The Gentle Giant'. It was about gorillas and the way they live. To be honest, it was pretty interesting. I learned some things which could be useful in my Biology classes.

Jane: What was so special about it then?

Mike: It was just really interesting and the photography was excellent. It was a high quality production.

Jane: It must have been produced by BBC or maybe 'Animal Planet'. They're both really good at making stuff like that. It sounds interesting. What time was it on?

Mike: From 2 to 3 p.m.

Jane: I'm sorry I missed it. Will it be shown again?

Mike: Yea, I think it's going to be repeated next Sunday.

Jane: Good. What about tonight; is there anything interesting on? I feel like relaxing a bit – school was absolute torture today! When you're back on your feet, you'll miss these quiet days at home, believe me.

Mike: Matter of fact, there's a quiz program starting soon. Would you mind if we watch it? I don't want to miss it – you know I love everything educational.

Jane: Sure, turn it on. I've been looking forward to it all day myself. But then I want to watch the next episode of my favorite sitcom.

Mike: Okay, we'll switch over after the quiz.

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 3–9

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа 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: Welcome to our weekly program, 'Fun with language'. As always, we have Sally Smith here.

Sally Smith: Good afternoon.

Presenter: So today you're going to tell us about the development of the English language after William Shakespeare's time?

Sally Smith: Exactly. The development of the English language took a giant step just nine years before the death of Shakespeare. A great event in its development was when three small British ships crossed the Atlantic Ocean in 1607. They landed in an area that would later become the southern American state of Virginia and they began the first of several British colonies. The name of the first small colony was Jamestown.

Presenter: I'm afraid I don't see the connection, Sally!

Sally Smith: Just a little patience! From the very beginning, the colonists began to use words borrowed from the native people where they lived, which made a lot of sense because it was simple and convenient to do. For example, the names of many of the great rivers in the United States are taken from Native American words – the Mississippi, the Tennessee.

Presenter: Any other words apart from geographical names?

Sally Smith: Sure! Other Native American words include 'moccasin', the kind of shoe made from animal skin that Indians wore on their feet. This borrowing or adding of foreign words to English was a way of expanding the language. And don't forget that Britain had other colonies all around the world. English also became part of these colonies. Of course, today these former colonies are independent states, but in many of them English is still one of the languages spoken. Over the centuries the English language grew as words were added from all these native languages.

Presenter: Can you give us a few more examples?

Sally Smith: Well, let's see, the word 'shampoo' – meaning soap for the hair – came from India. 'Banana' is believed to be from Africa. At the same time, there are quite a few English words whose origin we just don't understand. For hundreds of years, a dog was called a 'hound'. 'Hound' is still used, but not as commonly as the word 'dog', yet experts truly don't know where the word 'dog' came from or when. English speakers just started using it. Other words whose origins are unknown include 'fun', 'bad' and 'big'.

Presenter: When did English stop producing new words?

Sally Smith: It has never stopped. English speakers continue to invent new words by linking existing words, for example is how the words 'motor' and 'hotel' were linked to become the word 'motel' – a small hotel near a road where people travelling in cars can stay for the night.

Presenter: What about acronyms? It seems new ones appear every day.

Sally Smith: True, but not all of them became widely known. And sometimes we forget that a word actually began as an acronym. Everyone knows what 'radar' is – a device to find objects that cannot be seen. But few people know that radar is an acronym for Radio Detecting and Ranging.

Presenter: I'm going to ask a question several people may have already asked you. How many words are there in the English language?

Sally Smith: Well, no one really knows. The Oxford English Dictionary lists about 615,000 words. Yet many scientific words not in the dictionary could increase the number to almost a million. What makes it more difficult is that experts are never sure how to count English words. For example, the word 'mouse'. A mouse is a small creature from the rodent family, but also a hand-held device used to help control a computer. If you are counting words, do you count 'mouse' two times?

Presenter: Thank you, Sally.

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

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 1

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Now we are ready to start.

Speaker A

I enjoy movie-going and try to see all the latest releases. Every weekend there's something new on the big screen and this is what's great about the movies in my opinion. With drama theatre such variety is virtually impossible. But with the movies, you can always find something according to your taste and mood. If you feel like laughing, there are many excellent comedies now, but if you need something serious, there are deep movies, too.

Speaker B

What I hate about modern cinema is the obvious lack of original stories. I'm tired of one and the same storyline repeated in movie after movie. If a director takes a plot from the classics, pretty soon there's another film using the same story, sometimes even in the same year. I suppose that for some people it can be interesting to compare different versions of the same story, but for the majority of cinema-goers it's very disappointing.

Speaker C

I don't often watch films, either at home or at the cinema. If I do, it's usually something unknown to the general audience, not a blockbuster. I think modern cinema is all about making money, sorry to say. Directors just want people to buy tickets and the easiest way to do this is to invite world

famous stars because everyone wants to see them. Unfortunately, too many talented young actors and actresses can't get ahead because of this.

Speaker D

I think there are two categories of films – films that make us feel good and films that make us think. Everybody knows that both are important. The first category is an excellent remedy against boredom and bad moods, whereas the second one gives us food for thought. Some people say it's worth watching only films with important messages, but I think those people are being arrogant. In fact, I think it's unhealthy to watch serious films only.

Speaker E

If you watch old black-and-white movies, like the classics with Chaplin, you'll quickly understand that modern cinema is getting worse and worse. It may seem that computer technology and special effects must really make a movie more exciting for the audience, but it's just one aspect of film making and not the most crucial one, in my opinion. Modern actors rely on special effects too much and they forget about good acting. I miss it.

Speaker F

In my opinion, new films are all about money. You rarely see deep feelings and emotions or the thoughts and hidden secrets of interesting characters. Too often it's just guns and meaningless chases and fights all the time. The worst thing though is that such films romanticize this way of life, especially in the eyes of teenagers, who end up thinking that's what real life is like. Cinematography should be educational, bringing out the best in people.

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.)

Задание 2

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Now we are ready to start.

Fred: Hi, Jane! I haven't seen you for ages. How are you?

Jane: Oh, hi, Fred! It's great to see you. I'm fine, thanks. How about you?

Fred: Same. Hey, you look so busy. What are you doing?

Jane: Now? Nothing at all now. I was studying, working away happily, but I had to stop because my computer crashed for some reason. The screen just went blank and that's it. That's why I have the rest of the day free.

Fred: Oh, no, did you lose the files you were working on?

Jane: I don't know. I might have. We'll see as soon as it's back to normal.

Fred: I hope it's not some nasty virus – there are a lot of them on the Internet now, you know. Have you downloaded anything recently?

Jane: I have, so you're probably right. I'll just have to consult a specialist. And I'll need a decent firewall, too, I guess.

Fred: Well, I'm not using my laptop at the moment. Would you like to borrow it? It's not much of an offer as it's quite old and the screen is rather small, but you could probably make do with it while yours is being fixed. That's better than nothing, right?

Jane: Thanks, that's very kind of you, but I do really hope tomorrow I'll get my computer back. I'll still have plenty of time to study.

Fred: Okay, if you say so. If you change your mind though, just give me a ring, I'll be happy to help out.

Jane: Agreed. By the way, would you like to come to the movie tonight? I think they're giving away two tickets for the price of one.

Fred: Well, I don't know. What's playing?

Jane: I'm not sure.

Fred: Well, I like going to the movies, but I'm not going if I don't know what film we're going to see.

Jane: Wait a minute – I have a newspaper somewhere in my bag. Hold on – I'm trying to find the right page. Okay, here it is: look, it's a new horror film. How about that?

Fred: A horror film? Definitely not. You know I always have nightmares when I see horror films. We went to see one last year and by the end I was shaking with terror. That's just not my cup of tea.

Jane: Oh, all right. I guess I'll have to go by myself then. See you on Monday.

Fred: Sorry about that – maybe next time.

Jane: No problem. Bye for now!

Fred: Bye!

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 3–9

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа 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: Hello, everybody, and welcome to our weekly program 'Readers' Club'. Today we are discussing the future of books in our high-tech society. Here's our expert – James Chandler.

James Chandler: Good afternoon.

Presenter: So, James, are books going to disappear in the near future?

James Chandler: Not at all. Despite fears that the so called electronic media – especially radio, television, and videos – might damage book publishing, the opposite seems to be true. Book sales since the introduction of television have increased considerably, well beyond the increase in population. In fact, the USA leads in the number of books read per capita. These books include just about every kind of topic from mysteries to biographies, from histories to gardening, from cookbooks to encyclopedias.

Presenter: It's good to hear that, but rather unexpected. So how has this happened, the survival of books in the electronic media age?

James Chandler: In fact, several reasons have been offered to account for this. I would like to name just three of them, which seem the most important to me.

Presenter: What is the first one?

James Chandler: First, American schools have traditionally stressed and tried to develop the 'love of reading', and this strategy has been successful. You can find people reading everywhere - on city buses, in airports, during lunch breaks, on the beach, and not only books but newspapers and magazines, too.

Presenter: It's difficult to disagree with you here. What's the second reason?

James Chandler: Secondly, public libraries have always been very active in communities throughout the country. Here, too, the general policy has been to get books to people rather than to protect the books from people. A favorite way of raising money for libraries is to have thousands of used books donated by the community and then to have a book sale, where the deals can be irresistible: 'Any five books – just \$11'. The money made in this fashion goes to buy new books for the library. Such popular community fund-raising activities also increase the people's feeling that the library belongs to them.

Presenter: Okay, and the final reason is...

James Chandler: Well, the third and probably most important reason is that there are no laws which control book sellers or fix prices. Anyone can sell new and used books at discount and sale prices, and just about everyone does. For many years now, books have been sold everywhere, in drug stores and supermarkets, department stores and 24-hour shops, through book clubs and at colleges, as well as in regular book stores. Many university book stores are student-owned and run. They operate on a nonprofit basis, that is, all profits go towards keeping the prices of books down, for paying the student employees, and often to support student scholarships and other financial aid.

Presenter: I had no idea there are so many ways to buy and sell books.

James Chandler: I should probably also mention large 'paperback supermarkets' located in most shopping centers, which mainly sell paperback books on a variety of subjects. These, too, have done a great deal to keep the book trade healthy and growing by keeping the cost of books down. Nationwide, radio and television shows, new movies, and filmed versions of books have often helped to create spectacular book sales as well.

Presenter: Thank you, James.

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

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Задание 1

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Now we are ready to start.

Speaker A

My mom says I can't have a pet. That's too bad because I really want one. If I could choose, I'd put up guinea pigs. They are so cute! And they are intelligent as well. When you come home, they greet you with funny sounds and you can feed them with veggies. My friend's got a guinea pig and I sometimes play with it when I come round. I envy my friend so much! Maybe my mom will change her mind but I really doubt it. She never does.

Speaker B

I am in high school so it's a lot of stress for me. I would never have thought that high school would be so difficult. There's much too much homework as well so what I need to relax. That's why my parents gave me fish for my last birthday. I have a small aquarium and three gold fish there. They are so serene. When I watch them, I feel much better. I also think they recognize me but it's probably because I feed them, because they recognize my sister too.

Speaker C

I've got a cat. His name is Fluffy and he's adorable! Cats are everything one can dream about! I believe he's very much like me. He picks up my mood immediately. If I'm in the pink, he's so playful but when I'm sad or just feeling a bit under the weather, he'll stay away from me or approach me later to sit on my lap. I think cats are extremely intelligent animals. Of course, you may not believe me, but when you have a cat, you'll see it!

Speaker D

My brother has got a snake which I hate! I can't stand their slimy skin and I generally feel red alert when they are nearby. I reckon government should forbid people to have snakes as pets as snakes could be dangerous. What if they bite you? Or if a little kid wants to play with it – what happens then? My brother is very keen on various reptiles, though, and even dreaming of getting some kind of a lizard too. He's really very strange, if you ask me ...

Speaker E

Many people have recently started to take different exotic animals as their pets. I guess it's in fashion now. If you have an exotic pet, people admire it and pay a lot of attention to you, consequently. At the same time exotic pets can seem too eccentric. For example, my cousin bought two pairs of Madagascar cockroaches and do you know what they did? They ran away and he found them later in his slippers. That's too much, take it from me!

Speaker F

I've got a parrot of all pets. I've always been dreaming about getting a bird, you see. My parrot can talk – and I sometimes seriously think that it really talks to people, not only simply copies what people around it say. I often teach my parrot to talk and it can reproduce what I say very well. I know not all parrots can talk, actually, so I'm lucky mine can! It is something I can boast about to my school friends and the guys living next door to me.

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.)

Задание 2

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Now we are ready to start.

James: Hi, Laura! Long time no see. How are things?

Laura: Oh hi, James. It's good to see you.

James: Wait a minute – you look so upset and your eyes are red as if you have been crying. Have you been crying?

Laura: Is it so easy to notice?

James: Honestly, it's pretty obvious. What's up? You know you can always tell me anything – I can keep a secret.

Laura: No secret here, except that I'm an idiot! I've spent loads of money on the sales. I really don't know where it's all gone.

James: The Christmas sales?

Laura: Some, yes, but mainly, well, you know, there's a big one on at Wesley supermarket on High Street, right now.

James: Hang on – it's all about clothes, isn't it?

Laura: You got it.

James: Girls will be girls – it's easy to guess. So how much did you spend then?

Laura: Enough, believe me! But the point is, when I came home, I understood I don't even like some of the clothes I had bought. At the shop they all seemed truly fantastic – and incredibly cheap. How could I come home with loads of rubbish and with no money left?

James: That's what sales are about, especially Christmas ones. You think it's a bargain and it makes you buy spontaneously what you haven't planned on. As a result, you buy things because of their price. You know what they say – "Where else will I find such inexpensive shoes?" But you can't even wear them sometimes. The shop is happy though.

Laura: That's exactly my case. Do you boys ever get into this trap – or is it specifically for silly girls?

James: Laura, don't be so hard on yourself. Things do happen – even with boys. You are passionate about clothes but boys can do some stupid things to buy a gadget. The thing is you know your weakness so you can fight it. Next time don't even enter a shop which has a "Sale" sign on it and you'll be fine.

Laura: Thanks, James. I'll take your advice. You are such a good friend!

James: Thanks! Look – we do need to lift up your spirits. Mmm ... let's go for a cup of coffee. There's a nice coffee shop nearby.

Laura: Okay, I think I need a cup of cappuccino. And, perhaps, a piece of chocolate cake ...

James: Let's go then.

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 3–9

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа 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: Hello, everybody! My name is Ann and welcome to our weekly program about music. Today we'll discuss musical training but from a very peculiar angle. Here's our expert Diane Smith. Here you go, Diane!

Diane Smith: Thank you and hello to everyone. I'm so pleased to be here with you today.

Presenter: I know your office has conducted some research on musical training and education. Could you please give more details on that?

Diane Smith: Sure! Our idea was that musical training seems to improve communication skills. We found that developing musical skills involves the same process in the brain as learning how to speak. The scientists say that could help children with learning disabilities.

Presenter: That's amazing! What is the mechanism which works behind it?

Diane Smith: Actually, it's relatively simple. Neurobiologists have proved that musical training involves putting together different kinds of information. They say the process involves hearing music, looking at musical notes, touching an instrument and watching other musicians. They also believe the process is not much different from learning how to speak. Both involve different senses, for instance.

Presenter: So music and speech pass through the same structure of the nervous system.

Diane Smith: Exactly! It's called the brain stem, which controls our ability to hear. Until recently, experts have thought the brain stem could not be developed or changed. But our team found that musical training can improve a person's brain stem activity. Our study was reported in the Proceedings in the National Academy of Sciences last month.

Presenter: Tell us more about your study. Did you ask people to participate in some sort of experiment?

Diane Smith: Yes, we had to. The study involved individuals with different levels of musical ability. They were asked to wear an electrical device that measures brain activity. The individuals wore the electrode while they watched a video of someone speaking and a person playing a musical instrument – the cello.

Presenter: Why cello?

Diane Smith: That's because we think cellos have sound qualities similar to some of the sounds that are important with speech.

Presenter: And you have come to the conclusion that there is a connection between musical training and other academic skills?

Diane Smith: We found that the more years of training people had the more sensitive they were to the sound and beat of the music. Those who were involved in musical activities were the same people in whom the improvement of sensory events was the strongest. So it definitely helps to learn native and foreign languages, Math – various subjects, actually.

Presenter: You said your discovery can help children with learning disabilities.

Diane Smith: Oh yes. The study shows the importance of musical training to children with learning disabilities. Using music to improve listening skills could mean such children hear sentences and understand facial expressions better.

Presenter: I believe your discovery must be very widely used even as we speak.

Diane Smith: One would think so but alas, it isn't so easy in this country. We need more experiments and we'll have to face more red tape before we can introduce it to a comprehensive school for instance. We do have several special schools where the experiment is still being done and its results are being taken into consideration.

Presenter: Thank you very much, Diane.

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.

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ВАРИАНТ 4

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Задание 1

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Now we are ready to start.

Speaker A

I do think modern technology can only improve traditional classical music. Let's take Ellen Zwilich, for instance. You may have heard that her music is often described as very complex but nevertheless still quite accessible, appealing to wider audiences. I know that in 1983 she even became the first female composer to win a Pulitzer Prize. I'm sure that thanks to technology, more music is available to more people than at any time in history.

Speaker B

I like music which can be described as minimalist, though not by composers themselves, of course. They would rather have people describe their music as having repeating structures. I also enjoy music which experiments with many different sounds and composers who can do many things – write operas, concertos and symphonies, work on projects with singers, dancers and artists. The more variations they have, I believe, the better.

Speaker C

I think success and popularity in music aren't so easy to achieve at any age or epoch – and in modern times, too. I find that many composers have exciting premieres, where their music is played in public for the first time. But the real measure of success is whether or not their music gets replayed. For example, performance groups might want to buy the rights to play the work live. Or the music might get recorded and sold on CD or online.

Speaker D

I'm trying to write music myself. When I'm in the process of writing a piece, I daydream a lot, trying to work out what might be interesting for people to listen to or perform. I write down my ideas with a pencil in a music notebook. The point is that I consider not only what would be interesting for the musicians to play, but also what would be interesting for the audience to hear. Next, I play some ideas on the piano before putting it into a computer.

Speaker E

I can say I'm quite a music lover, but I especially respect those composers who write music for people who may have no experience with classical music. I think you don't need to have a music degree and you don't even need to have been to a concert hall. What if this was someone coming to music for the very first time? Maybe they've never heard classical music. So give it a chance, see what they think. Thus you can attract a new audience.

Speaker F

I love music but I came late to it. I actually didn't grow up listening to classical music. I taught myself to play the flute at the age of fifteen. I began my musical schooling three years later. Soon, I became interested in composing and started writing music for the piano. I now teach composition at the local music school for disabled children. They are such a joy to me, so patient and positive; it's not difficult to work with them at all. I love 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.)

Задание 2

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Now we are ready to start.

Amanda: Hi, Trevor! I haven't seen you for ages!

Trevor: Oh, hi, Amanda! Nice to see you too!

Amanda: Listen, Trevor, do you like the beach?

Trevor: I love the beach. It's really great. Why?

Amanda: I was just wondering, it's nothing special. Why do you love the beach?

Trevor: I can't imagine anyone who doesn't like the beach! It's nice fresh air, beautiful water, you can play in the sand, and my hobby is surfing, you know, so I like to go surfing.

Amanda: Oh ... I see, nice. As for me, I'm afraid of extreme sports. And how often do you go surfing?

Trevor: I try to go as often as possible, usually every weekend. That's the point of living near the beach, that's what I enjoy about it – you can go very often!

Amanda: Okay. So when exactly do you go to the beach? Saturday? Sunday?

Trevor: Usually I try to go to the beach early on a Saturday morning when there are few people there. I guess I try to beat the crowds.

Amanda: I see. What do you do at the beach besides surfing? It's impossible to surf all day long.

Trevor: Oh, I just relax on the sand, watch the people, maybe have a swim and throw a Frisbee. Things like that. I just enjoy myself.

Amanda: And how long have you been surfing?

Trevor: Let me remember ... I think since I was ten years old. Yeah, I've been practising surfing for fifteen years already. Isn't that incredible? I didn't realize it's been such a long time!

Amanda: Wow, since you were ten. That's great! And what do you take to the beach when you go?

Trevor: I don't need a lot of stuff, I'm a light packer. Well, maybe that's what I take – a towel, and my hat, my sunscreen, my surfboard, wetsuit, some food and water, and maybe a radio or a player with a couple of cassettes.

Amanda: OK. How are the beaches different here in Australia compared with other countries? I believe you must see some differences!

Trevor: The beaches are much bigger here and you have white sand, clean water, which is very nice. I like that.

Amanda: Okay. Well, it sounds good. Thanks a lot, Trevor. I've got to go now.

Trevor: Okay, Amanda. Catch you later.

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 3–9

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа 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: And here we are with our program “Learn more about the world”. Today we’ll tell you about snow. Here’s our expert in meteorology. Welcome, Jane!

Jane: Good afternoon, everybody.

Presenter: So, Jane, what is snow?

Jane: Snow is a form of frozen water. It contains many groups of tiny ice particles called snow crystals. They grow from water particles in cold clouds around pieces of dust.

Presenter: Is it true that every snow crystal is different?

Jane: It’s true but only to some extent. All snow crystals have 6 sides, but they grow in different shapes which depends mainly on the temperature and water levels in the air. Snow crystals grow in one of two designs – plate-like and columnar. Plate-like crystals are flat. They form when the air temperature is about 15 degrees below zero Celsius. Columnar snow crystals look like sticks of ice. They form when the temperature is about minus 5.

Presenter: So the shape of a snow crystal may change as the crystal passes through levels of air with different temperatures.

Jane: Exactly!

Presenter: Okay. Why is snow sometimes white and sometimes blue?

Jane: Generally, the color of snow and ice appears white because the light we see from the sun is white. Most natural materials take in some sunlight which defines their color. However, when light travels from air to snow, some light is reflected. Snow crystals have many surfaces to reflect sunlight. Yet the snow takes in a little sunlight. It is this light that gives snow its white appearance. Sometimes, snow or ice may appear blue. The blue light is the product of a long travel path through the snow or ice. In simple terms, think of snow or ice as a filter.

Presenter: Amazing! And which areas have the most snowfall?

Jane: That’s easy for me, considering my job. The heaviest snowfalls have been reported in the mountains of certain areas during winter including the Alps in Italy and Switzerland, the coastal mountains of western Canada, and the Sierra Nevada and Rocky Mountains in the USA. In warmer climates as well, sometimes, snow is known to fall in areas over 4900 meters above sea level. But that’s a rare thing.

Presenter: Snow is beautiful but it might be dangerous as well.

Jane: It’s always good to keep necessary supplies at home even before winter begins, such as food, medicine, clean water, and extra power supplies. If a driver becomes trapped in a car during a snowstorm, they should remain in or near their car unless they see some help. People should tie a bright-colored object to the top of their car to increase the chance of rescue. Inside the car, they should open a window a little for fresh air and turn on the engine for 10 or 15 minutes every hour for heat.

Presenter: Yes, I see, snow must be respected. Any other possible dangers?

Jane: Avalanches and red algae which people sometimes eat with snow. It may cause a digestion disorder. In addition to snow blindness which you can get from overexposure to the brightness of snow on the eye retinas. It can also drive people crazy. This kind of hysteria can cause a variety of symptoms including running naked in the snow. Note that this isn’t the same as the Scandinavian ritual following the sauna!

Presenter: Is there anything positive about snow then?

Jane: Well, snowfall helps to protect plants and wild animals from cold. Moreover, much of the water we use comes from snow. Melting snow provides water for rivers, electric power centers and

agricultural crops. In the western USA, for instance, mountain snow provides up to 75 percent of all surface water supplies.

Presenter: Thanks, Jane.

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

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 1

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. У Вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

From my experience one thing seems to stand out – teachers are really very passionate people. I believe teachers' passion to their subject spreads to their students. At the same time I heartedly agree with my friend Mara Drogan that students need to bring something to the table to meet us half way. They should do some background reading or prepare projects, or at least not sleep during lectures. That's when the true magic happens.

Speaker B

The major factor that makes my work as a teacher difficult is the extremely low pay. The ugly truth is that this affects the amount of work I want to do for my job. The second factor is very poorly prepared students. I have some college students who have trouble with reading comprehension, understanding basic concepts and writing. This makes it very challenging to teach history and critical thinking, especially in mixed groups of students.

Speaker C

You cannot truly teach and NOT be charged with sharing knowledge with the world around you. This is the bodhisattva factor, that's what it's called. My work continues to keep me in close contact with modesty ... really. I believe no teacher can be a know-it-all. In nearly every class my students share with me some information that I am unaware of. And I'm not ashamed to admit this because life continues to be an unfolding mystery for me.

Speaker D

I taught my first class fourteen years ago and I'm still teaching. I can't imagine what I would be doing if I weren't teaching. It's a lot of work, and it's often very exhausting, but so rewarding at the same time. And I don't mean the salary, you know. The interactions, the people I meet and learn from every day, the conversations around art and so on. I can't imagine my life without teaching. I wouldn't trade it for all the riches in the world.

Speaker E

I'd say funding for students, the cost of education and living in a city is expensive, in Canada especially. A lot of my students work for many hours to fund their education as well as go to school. They don't have the time or money to really think about something for a long time before deciding what to do. They also don't have time and money to experiment, play and discover – there's anxiety about grades and having job-applicable skills.

Speaker F

Most of my students take my classes because they are obligatory, so if I can persuade a few of them each semester that studying history isn't the worst thing that ever happened to them, I feel I've done well and achieved my purpose. Having a student tell me they've decided to further their education in history after taking my class is the best thing to hear because this means I have managed to touch secret strings in their young hearts.

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.)

Задание 2

*Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды. У Вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

Linda: Hi, Frank! Are you still free for the evening? I hope you are because I've got us a video for tonight.

Frank: Oh, hi, Linda! Great news! What film did you get?

Linda: I got *The Patriot* – Mel Gibson's in it.

Frank: Oh, I've already seen that. Sorry. But you know what? You watch it if you want to.

Linda: Well, I don't know then. What's it like?

Frank: Well, frankly speaking, I didn't like it very much. But the main character's good. Mel Gibson plays a guy who fought in the French and Indian wars, and he's really sick of war, so when the War of Independence starts, he isn't interested in it at all. But then the British start doing different terrible things, and he decides that he still has to fight.

Linda: So it's a good story, then. At least it sounds so.

Frank: Well ... no, not really. The main story's OK but it's very long. And there's a lot of stuff about his family that's really over-emotional and too sentimental. And there are two love stories that just aren't very interesting – in my opinion they simply take your attention away from the main story.

Linda: Oh...that doesn't sound promising.

Frank: And the dialogue is terrible. It's too emotional at times and sometimes it sounds really modern which doesn't suit the genre if you understand what I mean.

Linda: Yes, I think I see your point. Is there anything good about the film at all?

Frank: Oh, yes. It looks terrific. The photography's wonderful – it's a very beautiful film. The settings and the costumes are also really great.

Linda: So it's realistic? I mean as a historical film?

Frank: Well, erm, no, I didn't think so.

Linda: What do you mean?

Frank: Well, I thought it was too simplified. The British were all really horrible and violent, and the Americans were all good and honorable. It was too black and white. Oh, and some of it was too modern – like the Mel Gibson character had a plantation, but he didn't have any slaves on it! That sort of thing was ridiculous.

Linda: Anyway, would you advise me to watch it with all its drawbacks?

Frank: Erm, I don't think so, but you might enjoy the love story part.

Linda: Oh, but I like historical films in general. I think I am going to watch it all the same and then I'll tell you what I think about the love stories and the historical accuracy.

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 3–9

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа 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: Hello everybody and it's great that you are here with our program again! Now in our studio we have David Morris, a pilot with British Airways. Hi, David! Are you looking forward to the interview?

Speaker: Hi. Yes, I am, actually – I love talking.

Presenter: What we want to do today is to find out a bit about your new job; what you have to do and how you're getting along.

Speaker: Well, where do I begin? Umm, my name is David Morris, and I am currently living in Barcelona. I am single and 32 years old. My family has always been related to aviation, my father was a military pilot. I have been working as a pilot for British Airways for 4 months, and it is a very exciting time for me. Previously I flew for a number of smaller airlines in England, but I always wanted to fly on international routes.

Presenter: So, what exactly is your current job?

Speaker: I am what is called a reserve pilot. This means that I don't have a regular workload, but I am a backup pilot, in case one of the more senior pilots gets sick, or something goes wrong with the airline's plans. So I am 'on-call' most of the time, waiting for my pager to go off.

Presenter: What happens when you do get paged?

Speaker: I have to get to the airport as soon as I can. I have to have my uniform and luggage packed all the time, so that I'm ready to go at a moment's notice; I usually have to be at the airport within 75 minutes of receiving the call.

Presenter: Well, David, being on call all the time must make things difficult for you. Doesn't it drive you crazy?

Speaker: Sometimes I get a bit annoyed, especially if I'm at a restaurant or watching a movie. But I also know that it's part of the business of becoming a First Officer and that all the other pilots have been through the same education process – you have to start somewhere if you want to get to the top in this business.

Presenter: How long do you stay on reserve? Do you get any time off?

Speaker: Oh yes, yes, of course! Usually I have a few days on reserve, then a few days off.

Presenter: I see. Do you have a flat in Barcelona?

Speaker: Well, I share a flat with two other reserve pilots. It's not a bad place but the problem is that we're never there at the same time. It's almost impossible to plan meals or activities together.

It's a real pity because Peter and Michael are great guys, but we're lucky to share a cup of coffee once a week!

Presenter: Do you need to do more training at this stage of your career?

Speaker: For pilots there is always more training – everything changes constantly, and you need to be aware of it all. But at the moment it's pretty quiet – I did a 3-month training program before I came here, learning about the company and our particular regulations and procedures. Then we had a final flight test or line check as it is sometimes called. Now I have an endorsement to fly A320s. Now that I've made it, I realize everything isn't plain sailing, and I'll have to keep working hard to progress.

Presenter: Well, it all sounds very thorough. Thanks David, that's been very informative.

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 6

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 1

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. У Вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

I've used a lot of jersey, but I've also done a lot of complex pattern weaves in fabrics in bright colours, and there are lots of little dresses for cocktail and evening. I've done a series of very important evening dresses as well just to show that these two ideas can also work well together. Today's woman can wear an important evening dress or a simple pant and top. It's all in the personality of the woman rather than in some fixed norms.

Speaker B

A duct tape dress is not only an odd and unpredictable way to show up for the dance at school at the end of the academic year, it's also a chance to win a complete college scholarship. I heard Duck Brand Duct Tape runs an annual contest for crafty school leavers who construct their own formal outfits out of the company's tape. Other materials may be used or incorporated into the design, but duct tape should be the main material.

Speaker C

I read in a schoolbook that Elizabethan women and men were not allowed to wear whatever color of clothes they liked! It didn't matter how wealthy they were – the color, fabric and material of their clothes were dictated by their rank, status or position and this was even enforced by English law! It was designed to limit the amount of money people spend on clothes – and of course to maintain the social structure of the Elizabethan Class system!

Speaker D

Progressively, over the centuries, society has developed the use of clothing as a mask. Clothing was originally used and designed to protect people from heat and cold, to stop themselves from getting burned or frozen. It was also used to enhance attractiveness and for ritual and ceremonial reasons. In the latter centuries, people developed a cultural dependency on clothing. It became a mask for perceived personality and character deficiencies then.

Speaker E

At Stagewear Limited we tailor make costumes for every kind of entertainment, all across the globe – from television to film productions, from luxury cruise performances to chart topping artists, cabaret performers, and brass bands. We have costumed nearly everything over our 40 years in the business. Everything we make is to your own personal requirements, with the highest quality, durable stageproof materials.

Speaker F

I'm interested in Egypt and I've read a lot about this culture. The Egyptian climate with its hot summers and mild winters favored light clothing made from plant fibers, mostly linen and in Roman times occasionally cotton. Wool was used less. Animal skins were sometimes worn by priests and by pharaohs in their role as first servants of the God. At times kings and queens wore decorative ceremonial clothing adorned with feathers and so on.

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.)

Задание 2

*Вы услышите диалог. Определите, какие из приведённых утверждений A–G 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды. У Вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

Nancy: Hi, Phillip! It's good to see you! How was your day? Did you survive?

Phillip: Oh, hi, Nancy. Yes, it was fine, thanks.

Nancy: I was worried about you a bit, you know. Did you find the college easily?

Phillip: Yes, that was no problem. It's right in the centre of town.

Nancy: Did you get the number 15 bus like I said?

Phillip: Yes, but it was a bit embarrassing anyway, because I didn't know where to get a ticket. In my country you buy them from newsagent's shops, so I went into a shop to buy a ticket, but they didn't know what I was talking about. That's funny, right?

Nancy: Oh, I should have told you about that! You just pay on the bus! I am so sorry, Phillip!

Phillip: Well, I know that now, so that's okay. Oh ... and another embarrassing thing happened ... I met some English girls at lunchtime at the college, and I tried to kiss them when we were introduced. It's quite normal in my country – but I think they were a bit surprised!

Nancy: Oh, I think they were probably pleased! But you're right; we don't really tend to kiss strangers in this country. I wonder if there was anything else that you found strange today.

Phillip: Erm, no, I don't think so. Some things are different from home but more often it is better, really. Like at lunchtime, I could go out and buy things and go to the bank. You can't do that in my country because everything's closed between 12 and 3 o'clock. That was convenient!

Nancy: I see. And what classes did you have?

Phillip: I had Math and Introduction to Public Speaking.

Nancy: How was it?

Phillip: Pretty good, I must say. I liked the teacher of Public Speaking very much. She seems to be very experienced and when she outlined the course I thought I would learn a lot from it really. Erm ... Math is pretty OK, though it seemed a bit hard at first. The teacher went straight to the topic and we have some problems to solve for homework.

Nancy: Will you have to deliver speeches in class? I remember when I was taking this course all the students in the group were preparing different speeches.

Phillip: I suppose so. The teacher said the next lesson we are going to do some practical tasks.

Nancy: That's very interesting.

Phillip: And that's what I really need to improve my language skills.

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 3–9

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа 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: Hello everybody and welcome to our program about famous people of our times! Today we are talking to the well-known author and director David Mason. Welcome, David, and congratulations on the opening of your new film *Albert's Memorial*.

Speaker: Hello. Thank you for inviting me and a separate thank you for noticing my achievement, it really means a lot to me.

Presenter: So, was *Albert's Memorial* a personal project?

Speaker: Yes, I believe, it was. I simply jumped at the chance of doing something that pays tribute to World War II veterans because I don't think they are remembered as much as they should be. As a nation, we owe them such a huge debt for their part in history. And this was one small way to acknowledge it.

Presenter: Do you have any memories of the war yourself?

Speaker: Well, I was a little boy at the time – born six months after the beginning of the war. But I recall that my dad was in the home guard in Finchley, London, where we lived. He'd tell us about bombs dropping all around us one night and missing our house by about 150 yards. People read about all that in books ... But if the bomber had been just one degree off, I wouldn't be here today.

Presenter: Filming *Albert's Memorial* was long and must have been quite tiring. Where do you get your endless energy from? I bet many people are wondering about that.

Speaker: Well, when I'm working, I'm completely dedicated to the job. I refuse to go out of town, and I'd never have the energy to attend a party, have a few drinks and then get up and work the next day. Working itself is the thing that fires me up. I can never imagine wanting to retire.

Presenter: What is your personal way of dealing with problems?

Speaker: Well ... like everyone else, I can get mad about things. I've tried lots of techniques, from keeping a diary noting down everything I feel to seeking professional help. But what really works for me is thinking about the worst-case scenario and whether I could deal with that – nearly always the answer is "Yes, I hope so", and then things don't seem so bad.

Presenter: How do you unwind after work?

Speaker: Well, when I was younger I'd say: a glass of wine and the telly – gritty crime and comedy series ... Certainly not for me nowadays. I'd rather just have a few friends round to relax and chat over a nice meal.

Presenter: Your work involves a lot of travelling. Is it tricky to fit in family life?

Speaker: Well, constant travelling has always been normal for me. But, at one time, my wife Jill did say that I should spend more time with her and our daughter Sophie, and I took notice of what she said. It can be tough on your family when you are always working, sometimes for weeks at a time, even though we phone each other as often as we can. But I try to make up for it when I'm back, although I do get restless between projects.

Presenter: Are there advantages of becoming a father later in life?

Speaker: Yes. I was over 40 when Sophie was born and, hopefully, I had a bit more wisdom than I did at 20. I think being a young parent can sometimes mean you also lack patience. Overall, I love being a dad and watching all the stages that Sophie goes through.

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.

КРИТЕРИИ И СХЕМЫ ОЦЕНИВАНИЯ ВЫПОЛНЕНИЯ ЗАДАНИЙ
РАЗДЕЛА «ПИСЬМО» (2015 ГОД)
(максимум 20 баллов за весь раздел)

Критерии оценивания выполнения задания 39 (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 учётом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости	Высказывание логично; средства логической связи использованы правильно; текст верно разделён 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 двух негрубых лексико-грамматических ошибок или/и не более двух 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 понимания текста; имеются орфографические и пунктуационные ошибки, не затрудняющие коммуникации (допускается не более четырёх негрубых лексико-грамматических ошибок или/и не более четырёх негрубых орфографических и пунктуационных ошибок)
0	Задание не выполнено: содержание не отражает тех аспектов, 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 40 (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 разделён 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 тех аспектов, которые указаны в задании, или/и не соответствует требуемому объёму, или/и более 30% ответа имеет непродуктивный характер (т.е. текстуально совпадает с опубликованным источником)	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 одна-две негрубые ошибки)	
2	Используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении слов (две-три), либо словарный запас ограничен, но лексика использована правильно	Имеется ряд грамматических ошибок, не затрудняющих понимания текста (не более четырёх)	Орфографические ошибки практически отсутствуют. Текст разделён на предложения с правильным пунктуационным оформлением

Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3	К4	К5
1	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста (не более четырёх)	Многочисленны ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста (допускается шесть-семь ошибок в трёх-четырёх разделах грамматики)	Имеется ряд орфографических или/и пунктуационных ошибок, в том числе те, которые значительно затрудняют понимание текста (не более четырёх)
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 «РАЗВЕРНУТОЕ ПИСЬМЕННОЕ ВЫСКАЗЫВАНИЕ С ЭЛЕМЕНТАМИ РАССУЖДЕНИЯ»

При оценивании задания 40 (развёрнутое письменное высказывание с элементами рассуждения) особое внимание уделяется способности экзаменуемого продуцировать развёрнутое письменное высказывание. Если более 30% ответа имеет непродуктивный характер (т.е. текстуально совпадает с опубликованным источником), 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% от общего числа слов в ответе работа оценивается в 0 баллов.

ПОРЯДОК ПОДСЧЕТА СЛОВ В ЗАДАНИЯХ РАЗДЕЛА «ПИСЬМО»

При оценивании заданий раздела «Письмо» (39, 40) следует учитывать такой параметр, как объём письменного текста, выраженный в количестве слов. Требуемый объём для личного письма в задании 39 – 100–140 слов; для развёрнутого письменного высказывания в задании 40 – 200–250 слов. Допустимое отклонение от заданного объёма составляет 10%. Если в выполненном задании 39 менее 90 слов или в задании 40 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 39 более 154 слов или в задании 40 более 275 слов, проверке подлежит только та часть работы, которая соответствует требуемому объёму. Таким образом, при проверке задания 39 отсчитывается от начала работы 140 слов, задания 40 – 250 слов, и оценивается только эта часть работы.

При определении соответствия объёма представленной работы вышеуказанным требованиям считаются все слова, 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, 126 204 и т.п., считаются как одно слово;
- числительные, выраженные цифрами, вместе с условным обозначением процентов, т.е. 25%, 100% 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.

ДОПОЛНИТЕЛЬНЫЕ СХЕМЫ ОЦЕНИВАНИЯ ЗАДАНИЙ
«ЛИЧНОЕ ПИСЬМО»

ВАРИАНТ 1

ФИО эксперта		Код эксперта									

ВАРИАНТ 2

ФИО эксперта

Код эксперта

[illegible]

ВАРИАНТ 3

ФИО эксперта			Код эксперта																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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99

[illegible]

ВАРИАНТ 5

ФИО эксперта		Код эксперта										
НОМЕР БЛАНКА												
1. Решение коммуникативной задачи (Содержание)	Объём высказывания соответствует поставленной задаче: 90-154 слова											
	Аспект 1. Ответ на вопрос о том, какие профессии считаются престижными в России, дан											
	Аспект 2. Ответ на вопрос о том, какие рабочие позиции с хорошим заработком не требуют высшего образования, дан											
	Аспект 3. Ответ на вопрос о том, собирается ли автор письма поступать в вуз и почему, дан											
	Аспект 4. Три вопроса о походе заданы											
	Аспект 5. Нормы вежливости соблюдены: ссылка на предыдущие контакты; благодарность за полученное письмо; надежда на последующие контакты											
	Аспект 6. Стилизовое оформление выбрано правильно: обращение, завершающая фраза, подпись автора в соответствии с неофициальным стилем											
	ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)											
	2. Организация	Логичность										
		Деление на абзацы										
Средства логической связи												
Обращение на отдельной строке												
Завершающая фраза на отдельной строке												
Подпись на отдельной строке												
Адрес автора в правом верхнем углу (можно краткий)												
3. Языковое оформление текста. ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)	Дата под адресом											
	ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)											

ВАРИАНТ 6

ФИО эксперта		Код эксперта									
НОМЕР БЛАНКА											
Объём высказывания соответствует поставленной задаче: 90-154 слова											
1. Решение коммуникативной задачи (Содержание)	Аспект 1. Ответ на вопрос о том, где покупает еду автор письма, дан										
	Аспект 2. Ответ на вопрос о самой дорогой и самой дешёвой еде в России дан										
	Аспект 3. Ответ на вопрос о том, предпочитает ли автор письма есть дома или в местах общественного питания, дан										
	Аспект 4. Три вопроса об опыте работы няней заданы										
	Аспект 5. Нормы вежливости соблюдены: ссылка на предыдущие контакты; благодарность за полученное письмо; надежда на последующие контакты										
	Аспект 6. Стилизовое оформление выбрано правильно: обращение, завершающая фраза, подпись автора в соответствии с неофициальным стилем										
	ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)										
	Логичность										
	Деление на абзацы										
	Средства логической связи										
2. Организация	Обращение на отдельной строке										
	Завершающая фраза на отдельной строке										
	Подпись на отдельной строке										
	Адрес автора в правом верхнем углу (можно краткий)										
	Дата под адресом										
ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)											
3. Языковое оформление текста. ИТОГОВЫЙ БАЛЛ (максимальный балл – 2)											

ФИО эксперта _____

Код эксперта _____

ДОПОЛНИТЕЛЬНАЯ СХЕМА ОЦЕНИВАНИЯ ЗАДАНИЯ
«РАЗВЕРНУТОЕ ПИСЬМЕННОЕ ВЫСКАЗЫВАНИЕ
С ЭЛЕМЕНТАМИ РАССУЖДЕНИЯ»

НОМЕР БЛАНКА											
Объем высказывания соответствует поставленной задаче: 180–275 слов . Высказывание носит продуктивный характер											
1. Решение коммуникативной задачи (Содержание)	Аспект 1. Вступление – постановка проблемы										
	Аспект 2. Мнение автора с 2–3 аргументами										
	Аспект 3. Противоположная точка зрения с 1–2 аргументами										
	Аспект 4. Объяснения, почему автор не согласен с противоположной точкой зрения (контраргументы)										
	Аспект 5. Заключение с подтверждением позиции автора										
	Аспект 6. Стилизовое оформление выбрано правильно: соблюдается нейтральный стиль										
	ИТОГОВЫЙ БАЛЛ (максимальный балл – 3)										
2. Организация	Логичность										
	Деление на абзацы										
	Средства логической связи										
	ИТОГОВЫЙ БАЛЛ (максимальный балл – 3)										
3. ЛЕКСИКА (максимальный балл – 3)											
4. ГРАММАТИКА (максимальный балл – 3)											
5. ОРФОГРАФИЯ И ПУНКТУАЦИЯ (максимальный балл – 2)											

ОТВЕТЫ К ЗАДАНИЯМ

Зада- ние №	Вариант №					
	1	2	3	4	5	6
1	527143	413625	451376	253764	524317	712456
2	3231212	3131221	1223123	1332112	2123123	2113231
3	3	2	2	2	2	2
4	3	1	1	2	3	1
5	2	1	1	1	3	2
6	1	3	3	1	1	2
7	1	1	3	2	2	1
8	2	3	3	3	3	3
9	1	1	2	3	2	1
10	4763128	7126853	8764523	7418253	8527416	5184726
11	614352	613475	436512	317462	214673	246175
12	4	4	3	3	3	2
13	2	4	2	1	2	1
14	2	1	4	4	2	3
15	2	1	1	2	4	4
16	3	3	3	3	1	2
17	4	2	1	4	3	3
18	2	2	3	2	1	1
19	first	older	called	wasplayed	surrounding	less
20	was- dropped*	called	areheld	called	melted	easier
21	named	taught	taking	became	worse	get
22	did	werebrought	isnot isn't	later	went	began
23	doesn'tlike doesnotlike	isdone	wasdriving	isnot isn't	first	didnotknow didn'tknow
24	gave	didnotoffer didn'toffer	didnotsee didn'tsee	traveling travelling	fell	werelaughed
25	eating; to eat	isdoing	went	us	wasdeclared	growing
26	successful	practical	practical	performance	aggressive	imagination
27	practically	drawings	designer	successful	swimmers	helpful
28	business	unfortu- nately	successful	negative	irritation	meanings
29	popularity	communica- tion	conservative	unlucky	suddenly	description
30	relationship	imaginable	fashionable	training	unfortunate	various
31	traditional	invention	popularity	reasonable	friendly	fully
32	3	3	2	2	2	3
33	2	4	1	2	1	2
34	4	2	3	1	4	4
35	3	3	4	4	3	3
36	2	2	2	3	2	2
37	1	1	3	2	1	3
38	3	3	1	3	2	2

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

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