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ЦЕНТР
ЕЛЕНЫ
СОЛОВОВОЙ
ENGLISH



АНГЛИЙСКИЙ ЯЗЫК 2015

ЕГЭ

ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ

- Задания к разделам
 - аудирование
 - чтение
 - грамматика и лексика
 - письмо
- Тексты аудиозаписей
- Ответы ко всем заданиям
- Компакт-диск с текстами

+CD



ЕДИНЫЙ ГОСУДАРСТВЕННЫЙ ЭКЗАМЕН

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*Центр изучения английского языка
Елены Солововой*

МОСКВА, 2015

УДК 372.8:811.111
ББК 74.268.1Англ
С60

Соловова Е. Н.

С60 ЕГЭ. Английский язык. Типовые тестовые задания / Е. Н. Соловова, John Parsons, Е. С. Маркова. — М. : Центр изучения английского языка Елены Солововой, 2015. — 88 с.

ISBN 978-5-451-00057-1

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

Предлагаемое пособие содержит информацию о структуре и содержании ЕГЭ 2015 года по английскому языку: спецификацию и демонстрационный вариант ЕГЭ 2015 года, где отражены внесенные изменения в оформление и оценивание отдельных экзаменационных заданий.

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

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

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

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

УДК 372.8:811.111
ББК 74.268.1Англ

Справочное издание

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ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ

Центр изучения английского языка Елены Солововой

Издание осуществлено при техническом содействии

ООО «Издательство «ЭКЗАМЕН»

Гигиенический сертификат

№ РОСС RU. АЕ51. Н 16582 от 08.04.2014 г.

Редактор *И. Е. Солокова*. Технический редактор *Л. В. Павлова*

Корректоры *В. В. Кожуткина, Т. И. Шитикова*

Дизайн обложки *М. С. Михайлова*. Компьютерная верстка *М. А. Серова*

107045, Москва, Луков пер., д. 8.

E-mail: по общим вопросам: info@examen.biz; по вопросам реализации: sale@examen.biz

тел./факс 641-00-30 (многоканальный)

Формат 60x90/8. Гарнитура «Школьная». Бумага газетная. Уч.-изд. л. 5,53.

Усл. печ. л. 11. Тираж 7000 экз. Заказ № 3749/14.

Общероссийский классификатор продукции

ОК 005-93, том 2; 953005 — книги, брошюры, литература учебная

Отпечатано в соответствии с предоставленными материалами

в ООО «ИПК Парето-Принт», г. Тверь, www.pareto-print.ru

ISBN 978-5-451-00057-1

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Пояснительная записка

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

Тематика, проблематика, языковое и речевое наполнение тестовых заданий отобраны в полном соответствии с кодификатором ЕГЭ.

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

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

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

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

Желаем успеха!

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

Критерии оценивания выполнения задания С1 (максимум 6 баллов)

Баллы	Решение коммуникативной задачи	Организация текста	Языковое оформление текста
	К1	К2	К3
2	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании (даны полные ответы на все вопросы, заданы три вопроса по указанной теме); стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.	Высказывание логично; средства логической связи использованы правильно; текст верно разделен на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка.	Используемый словарный запас и грамматические структуры соответствуют поставленной задаче; орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 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 понимание текста; имеются орфографические и пунктуационные ошибки, не затрудняющие коммуникацию (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 те аспекты, которые указаны в задании, или (и) не соответствует требуемому объёму.	Отсутствует логика в построении высказывания; принятые нормы оформления личного письма не соблюдаются.	Понимание текста затруднено из-за множества лексико-грамматических ошибок.

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

Критерии оценивания выполнения задания С2 (максимум 14 баллов)

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

Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3	К4	К5
3	Используемый словарный запас соответствует поставленной коммуникативной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной коммуникативной задачей. Практически отсутствуют ошибки (допускается 1–2 негрубые ошибки).	

Окончание табл.

Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3	К4	К5
2	Используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении слов (2–3), либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста (не более четырёх).	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
1	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста (не более четырех).	Многочисленны ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста (допускается 6–7 ошибок в 3–4 разделах грамматики).	Имеется ряд орфографических или (и) пунктуационных ошибок, в том числе те, которые незначительно 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 С2

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

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

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

ПОРЯДОК ПОДСЧЕТА СЛОВ В ЗАДАНИЯХ РАЗДЕЛА «ПИСЬМО»

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

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

- стаяжённые (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 словами, считаются как слова;
- сложные слова, такие как *good-looking, well-bred, English-speaking, twenty-five*, считаются как одно слово;
- сокращения, например *USA, e-mail, TV, CD-rom*, считаются как одно слово.

Варианты экзамена в формате ЕГЭ

ВАРИАНТ 1

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 40 заданий.

Раздел 1 («Аудирование») включает 9 заданий, из которых первое и второе — на установление соответствия и 7 заданий — с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение раздела 1 — 30 минут.

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

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

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

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 80 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в бланк ответов № 2.

Общее время проведения экзамена — 180 минут.

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

Все бланки ЕГЭ заполняются яркими черными чернилами. Допускается использование гелевой, капиллярной или перьевой ручки.

Желаем успеха!

Раздел 1. Аудирование

1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.

1. Letter writing is a waste of time.
 2. It is a waste of time making your views known.
 3. Sometimes it is a mistake to write a letter.
 4. Seven together will be better than one.
 5. For some people, old habits never die.
 6. Writing letters in English is good practice.
 7. Persistence eventually gives some results.

Говорящий	А	В	С	D	Е	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений А–G соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, т.е. 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

Katie approves of Paul's summer plans.

- 1) True 2) False 3) Not stated

B

Paul is Katie's younger brother.

- 1) True 2) False 3) Not stated

C

Paul sympathizes with people who have no computer skills.

- 1) True 2) False 3) Not stated

D

Katie gives many reasons to support her point of view.

- 1) True 2) False 3) Not stated

E

Paul plans to work in the city all summer.

- 1) True 2) False 3) Not stated

F

Katie plans to work part time in summer.

- 1) True 2) False 3) Not stated

G

Paul and Katie make independent decisions about the nearest plans.

- 1) True 2) False 3) Not stated

Утверждение	А	В	С	D	Е	F	G
Соответствие диалогу							

Вы услышите рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

The Academic Ladder

- 3** Originally pre-school program was designed
- 1) for gifted and talented kids.
 - 2) to prepare kids from poor families for school.
 - 3) as part of compulsory schooling.
- 4** When the speaker says “State attendance laws vary” it means that each state can
- 1) recommend public, private or home education schooling for each kid.
 - 2) have different requirements for students’ academic performance.
 - 3) decide on the best age and grade division for school students.
- 5** The term “middle school” in America can refer to school grades
- 1) 4–6.
 - 2) 6–7.
 - 3) 7–9.
- 6** School leavers can’t become university students if
- 1) they fail to get academic or athletic scholarship.
 - 2) their parents have no ability to finance this education.
 - 3) they do not meet the requirements of university assessment.
- 7** Community colleges are colleges that are
- 1) 2 year colleges that have occupational curricula.
 - 2) financially supported by the state.
 - 3) used mainly as feeders to the 4 year colleges.
- 8** Bachelor degree is crucial for a professional career as it
- 1) is the minimum entry credential for any profession.
 - 2) has both major and minor fields of study, needed for professional skills.
 - 3) includes general and professional training components in a field.
- 9** Graduate students are students who
- 1) are ready to study more than 4 years.
 - 2) want to get a university degree in higher education.
 - 3) try to get a doctorate degree skipping Master’s Degree.

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. A brave effort</p> <p>2. Regular Spring drama</p> <p>3. Winter performance</p> <p>4. Gone but not forgotten</p> | <p>5. Winter contest</p> <p>6. Remembered by colleagues</p> <p>7. Sweet success</p> <p>8. Demonstration of thanks</p> |
|---|---|
- A. Every summer more than 60 towns in Derbyshire celebrate “well dressing”. This is the practice of decorating wells, springs and fresh water sources with wooden frames, clay and flowers. It is thought to date back to a pagan ceremony of blessing the water source: The sweeter and fresher the water, the more elaborate the “dressing”. Some of the locals take it all very seriously indeed.
- B. Until the mid 19th century, children were used in England to climb down chimneys and clean them. In fiction, the most famous of all these children was “Oliver Twist”. Every May, in Rochester, these exploited youngsters are remembered in the Sweeps Festival. Children and adults dress up, and folk players sing and act, Morris dancers perform and a good time is had by all.
- C. On the 12th night after Christmas, since the 1790’s, actors at the Drury Lane Theatre drink wine and eat a cake, inside which is baked a pea and a bean. It is called the Baddeley cake - named for an 18th century actor, Robert Baddeley, who left his money to help “decrepit actors” who are out of work. I can’t imagine why he thought the cake would be improved by a pea or bean.
- D. Every February in St. Ives, Cornwall, the mayor throws a silver ball into a crowd of youngsters. It is fought for, thrown and passed around in the streets and on the beaches whilst fruit is thrown, toasts are given and speeches made. The ball is then returned to the mayor and the one who does so wins the traditional prize of 5 shillings. Being more valuable than the prize, I am surprised the ball is returned.
- E. On March 25th, since the 13th Century, the village of Tichbourne remembers Lady Maybela de Tichborne. She carried a burning torch around the village when she was sick and dying because her mean husband had promised that all the land she could circle would be used to feed the poor. He never imagined that his wife would find miraculous strength to leave her bed and complete the journey.
- F. Mummers’ Plays are one of the oldest surviving features of the traditional English Christmas. Mumming in England goes back for over a thousand years and is still popular — especially in Northern England. Mumming is best described as early pantomime. The plays are based loosely on the legend of St. George and the dragon. The plays are intended to show the struggle between good and evil.

G. In Midgley, Yorkshire, every Good Friday, the "Pace Egg play" is performed by local children. Characters include St George, The King of Egypt, Bold Slasher and Tossport. Easter eggs are given out and kisses offered. Apparently the play dates back via the English "Mummers plays" to ancient Syria and Egypt. I was Tossport once but nobody wanted to be kissed by me!

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 цифру, обозначающую соответствующую часть предложения, в таблицу.

The Application Form

Mike finished reading the application form and then set it down. It was a nervous moment. He needed this job. It was only **A** _____ his only source of income during this last term of college. Some of his friends were working three or even four days a week. Mike didn't understand how they could cope with their course work. But **B** _____ him enough time to study. It was ideal.

He picked up the form again. If successful, he'd have to help with a touring market, selling soap products. He'd travel to a different town each weekend **C** _____ Saturday until late Sunday night — depending how far away the market was that weekend.

Again he put the form down, scanned the pages once more, and got his pen ready. He was still anxious. For a start, he only had one copy. If he made a spelling mistake there was nothing he could do. For a moment he considered trying to create a replica form on his computer. "Why on earth" he pondered aloud "**D** _____ for this?" Jim overheard him. "Because it is a real test Mike — everybody faces the same form. Tidy, easily readable handwriting tells an employer quite a lot about the candidate applying for the job. If a form comes **E** _____ packed into a given space, mistakes crossed out etc. — an employer will know so much more about who is applying for a job. Online applications all look the same."

"I suppose so" — said Mike, yet again picking up and scrutinizing the form "but it's only a job selling soap in markets — not working for the Civil Service!"

"Whatever!" laughed Jim. "My advice is **F** _____ two or three practice runs. You need this job right? Ok — then take time to do the job properly".

1. a weekend job but it would be
2. a weekend job would leave
3. in smudged, with too many words
4. to ask for help and to provide
5. to photocopy the form and do
6. and work from 5.00 am
7. do they use paper and ink

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Russky Dom

The Science Museum in Vancouver has had many different names over the years. Its present form however dates back to the 1986 World Fair (Expo 86). That year the theme for the World Fair was “Transport” and a special, modernistic exhibition space and dome was built as the centre piece. Called a geodesic dome; its style was influenced by the great American architect — Richard Buckminster Fuller. After the Fair closed, the people of Vancouver (private individuals, businesses, government offices) began a massive fund raising project to save the Dome and make it home to the city’s science museum. Two years later, \$19 million dollars had been raised and the first stages of construction completed. In the first 12 weeks alone 310,000 visitors came to visit what was then called “Science World”.

Since that time the museum’s name changed a few times. The aluminium company, Alcan Inc, acted as sponsor so that one of the buildings would be named after them. Then Telus, the Canadian telecommunications giant donated \$9 million dollars and the venue became “The Telus World of Science”: However, the new name proved almost universally unpopular among the people of Vancouver.

But during the 2010 Vancouver Winter Olympics, the museum was once again transformed and for a short while became — the Russky Dom! This involved two weeks of spectacular events in February 2010. Every day the people of Vancouver and international visitors to the Winter Games were treated to Russian folk songs, dancers and music sessions. Russian athletes came in to meet the public and sign autographs. There were quizzes and comedy shows and an opportunity for the world to get a taste of what they might expect when the Winter Games come to Sochi in 2014. The centre piece was a huge electronic clock counting down the days, hours, minutes and seconds until the start of the Sochi games.

Today the museum is still very much in business attracting huge numbers of visitors. A \$35 million dollar development program was recently announced. There are thousands of brilliant exhibits that teach children and adults all about the world. Many are “hands-on” so that people can perform simple experiments themselves. There is a fabulous and entertaining educational program. You can even go to the link for a taster!

If you plan to visit the museum there are a few exhibits you simply must not miss — “Our World” in particular. It is about sustainable electricity. There are kinetic wheels, wind tunnels and solar panels. You are even given the chance to generate electricity using your own hands. The largest and brightest gallery in the museum is called “Eureka”. Here you can explore and learn about water, air, light, sound and motion.

You can go in to “Contraption Corner”, check out an “inventor box” and construct one of several whirling, buzzing and spinning gadgets. You also get to try and find solutions to practical (and in some cases not so practical) problems — such as how to lift a hippopotamus!

But the wrangle over the name continues. Some people insist it is called “Telus World of Science” and others say it is called “Science World”. But there are more than a few citizens of Vancouver who still remember a great party in February 2010. For them — the name Russky Dom is the one they prefer to use!

- 12** The "Science World" originally was
- 1) transport exhibition.
 - 2) a part of the World Fair.
 - 3) a geodesic sight.
 - 4) Richard Buckminster Fuller's home.
- 13** The Museum changed its name due to the
- 1) development of telecommunications.
 - 2) will of people of Vancouver.
 - 3) popularity of local companies.
 - 4) wish of the main sponsor.
- 14** Which of the following is NOT TRUE about the Russky Dom?
- 1) Russian musicians performed there.
 - 2) Athletes met the public there.
 - 3) The clock there showed the time remaining till the Sochi Olympiad.
 - 4) It was decided there to set the next 2014 Olympics in Sochi.
- 15** "Hands-on" in paragraph 4 refers to
- 1) experiments.
 - 2) visitors.
 - 3) exhibits.
 - 4) educational programs.
- 16** The text particularly recommends to
- 1) generate electricity with one's hands.
 - 2) visit electricity exhibits.
 - 3) enjoy a walk in a "Eureka" gallery.
 - 4) pay attention to solar panels.
- 17** In the "Contraption Corner" one can
- 1) try oneself as an inventor.
 - 2) solve any practical problem.
 - 3) see all familiar gadgets.
 - 4) try to lift a hippo.
- 18** Which of the following officially won the name competition?
- 1) Telus World of Science.
 - 2) Russky Dom.
 - 3) Science World.
 - 4) None.

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.

Shopping Malls

- 19 I think I may be allergic to shopping malls. I am not sure if my condition _____ officially by medical science but I am sure there are others who suffer as I do. RECORD
- 20 All I have to do is walk inside one of _____ awful places and within minutes the artificial “day light” from a thousand “soft” lights begins to give me a headache. THIS
- 21 Then there is the piped music which tunes in and out. _____ endlessly from shop to shop, my brain slowly turns into a large vegetable. WALK
- 22 Christmas is in July and Valentines’ day is in October in these unreal labyrinths. A Christmas gift, _____ for in August seems wrong to me. PAY
- 23 And surely no one can believe signs that promise the _____ sale ever virtually every day of the year. BIG
- 24 Shopping should be exciting in _____ opinion with fresh sites and beautiful goods to buy. Instead it feels much closer to being in a strange parallel universe. I
- 25 _____ still is trying to leave. I can never find my way out to fresh air and daylight. I wonder if some poor souls remain trapped down there for weeks on end. BAD

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.

Advantages of a regular homework

- 26 What is homework? Should it always be done in writing, or can it be oral? Is it necessarily connected with the _____ and tasks from the text books? INFORM

Homework refers to any work or activity that students are asked to do outside the classroom, either on their own or with other students or parents.

- 27** Sometimes it is based on _____ simple drill exercises, sometimes it involves highly challenging tasks, project or research work aimed at integrating skills and knowledge from _____ subject areas. COMPARE
- 28** _____ DIFFER

Research indicates that schools in which homework is routinely assigned and systemically assessed tend to have higher achieving students, as learning is not confined to the schoolroom environment.

- 29** Homework _____ designed and well balanced is able to enhance self-discipline and good study habits; to develop students' independence and _____. APPROPRIATE
- 30** _____ INITIATE

It can also provide an opportunity to revise or complete classroom work, thus reinforcing what has been taught, to provide regular feedback on the students' progress in learning and raise academic skills and standards. Parents who are concerned with their kids' homework get an opportunity to become engaged in the _____ of their children. EDUCATE

- 31** _____

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Day schools VS Boarding schools

The majority of modern public schools in the UK and state schools in the USA — schools that offer free education— are co-educational day schools. Children that attend these schools remain in family settings with family support and nurture that helps to reduce the stress of **32** _____ any school for a child. They are able to retain contacts with friends and neighbours.

Being less expensive, these schools offer a wider **33** _____ of courses and activities. On the other hand, these schools have larger classes and lower academic standards as compared to more selective schools.

Pupils there have a greater **34** _____ of encountering bad social trends: drug culture, gangs, anti-intellectualism. Of course, much depends on the regional location and the administrative policy of each school.

Boarding or recreational schools have smaller classes with more individualized instruction; can often (though not always) boast higher academic standards that are focused **35** _____ making students more independent thinkers; encourage them to make many decisions on their own. Graduates of such schools may have an advantage when applying at more popular universities.

Students of such schools **36** _____ lifetime friendships and the so-called “old school tie” — the system of afterschool, lifelong support and lobbying former schoolmates — can be truly applied in this case.

But there is the **37** _____ side of the medal: missed opportunities for parents to educate their children on values; disruption of family: homesick kids, parents missing their children; narrower and less-diverse **38** _____ contacts; expensive tuition.

- | | | | | |
|-----------|-------------|--------------|----------------|---------------|
| 32 | 1) starting | 2) entering | 3) getting | 4) going |
| 33 | 1) group | 2) selection | 3) mixture | 4) collection |
| 34 | 1) ability | 2) chance | 3) opportunity | 4) prospect |
| 35 | 1) on | 2) at | 3) for | 4) to |
| 36 | 1) assemble | 2) construct | 3) build | 4) design |
| 37 | 1) another | 2) other | 3) different | 4) optional |
| 38 | 1) sociable | 2) social | 3) society | 4) civil |

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 Monica who writes:

...Thank you for the book about national festivals in Russia. Which of them do you personally like most and why? How popular festivals like "Maslennitsa" or Kolyadky before Christmas are among young people today? Why are there so many different regional festivals in Russia?

...Next week I'm planning to apply to a University...

In your letter

- answer her questions,
- ask 3 questions about the University she is going to apply to.

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

School friendship can't last forever.

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

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 40 заданий.

Раздел 1 («Аудирование») включает 9 заданий, из которых первое и второе — на установление соответствия и 7 заданий — с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение раздела 1 — 30 минут.

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

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

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

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 80 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в бланк ответов № 2.

Общее время проведения экзамена — 180 минут.

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

Все бланки ЕГЭ заполняются яркими черными чернилами. Допускается использование гелевой, капиллярной или перьевой ручки.

Желаем успеха!

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. sometimes we need to travel to enjoy our hobby.
2. pastimes are generally expensive.
3. hobbies can sometimes change one's life.
4. it is not easy to focus on one hobby.
5. hobbies can be the result of pure chance.
6. some hobbies are a form of escape.
7. an extra effort is sometimes rewarded.

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, т.е. 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** Victor doesn't like the programme Anna is watching.
1) True 2) False 3) Not stated
- B** Anna finds the topic of Victor's essay interesting.
1) True 2) False 3) Not stated
- C** Victor believes the middle of the 20th century was rich on extraordinary people.
1) True 2) False 3) Not stated
- D** Florence Nightingale was a nick name of the famous nurse.
1) True 2) False 3) Not stated
- E** Anna prefers Nancy Astor's career to that of Florence Nightingale.
1) True 2) False 3) Not stated
- F** Anna missed most part of the programme.
1) True 2) False 3) Not stated
- G** Anna won't let her brother watch his favourite TV programme in peace.
1) True 2) False 3) Not stated

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Language and Me

- 3** As a little child the speaker spoke little and badly because
- 1) family conversations were too clever for the little boy.
 - 2) he was left alone at home for most of the day.
 - 3) the family were too busy to concern themselves with his speaking skills.
- 4** The speaker's progress in language development was interrupted by moving to
- 1) a new cultural environment.
 - 2) a secondary school.
 - 3) a foreign country.
- 5** At secondary school the speaker became quite noticeable for his
- 1) failure in Latin as a way to rebel his parents.
 - 2) ability to socialize easily with girls.
 - 3) above average skills in math and sports.
- 6** The speaker was accepted to the US Naval Academy thanks to his physical fitness,
- 1) academic skills in science and a textbook written by his father.
 - 2) skills needed for engineering and academic family background.
 - 3) high grades in math and ability to speak and write good English.
- 7** The speaker chose Russian as a foreign language only because it was the language
- 1) none of his fellow-students could have learned before.
 - 2) that was rare and seldom taught at the Academy.
 - 3) potentially useful for the military career.
- 8** Language studies opened a new world for the speaker because
- 1) they led to a lasting passion for Russian culture.
 - 2) he could finally read Russian classics in the original.
 - 3) the quality of linguistic instruction was inspirational.
- 9** The speaker left the Academy to continue learning and then teaching Russian history and
- 1) literature.
 - 2) language.
 - 3) world cultures.

Раздел 2. Чтение

10

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

1. **The fastest way**
2. **Happy times**
3. **Mission impossible**
4. **Now or never**
5. **Difficult job**
6. **Warm welcome**
7. **Hardly likely**
8. **Animal rights**

- A. It's really hard for the nurses. They often work 12 hour shifts and in environment that could mean life or death if they make a mistake. And their pay is so low. Yet most of them just get on with it without complaining and they always seem to be cheerful, kind and interested in their patients.
- B. It was better in the 70s. Our lives weren't lived attached to mobile phones. There were no speed cameras. The music was brilliant — Glam, Prog and Punk Rock. And the fashion was outrageous. We must have looked complete idiots in our platforms and feather cuts — but we thought we looked amazing. And maybe we were.
- C. My dog is a Border Collie called Rags. We have a big garden and Rags is taken for walks mornings and evenings. But he gets lonely during the day. This probably accounts for his mad greeting everyday when we return. He woofs, wags and jumps in a blur of delight — so happy to see that we're home!
- D. They say that a meteorite hit the Yucatan Peninsula 65 million years ago causing mass extinctions of species. The dinosaurs were the most famous casualties. Some people say it is bound to happen again any day now and that we will be the most famous of the new casualties. Optimistically — I'm still making appointments for next week.
- E. Learning English is a long, slow process. There are mountains of verb tables, forests of vocabulary and wilderness plains of multiple choice questions. The only way to get there quicker is to go and live in the UK for a couple of months. That will do the job nicely!
- F. Once a week we get a spelling test and we have to memorise fifty new words. I generally get 45 or more but it is too difficult to get them all. I mean this is on top of all the other homework we have to do. How on earth do they expect us to find the time?

G. In Spain 11500 bulls are killed every year in official bull fights. They say it is supposed to be a real match and the matadors risk death at every encounter. This is, of course, nonsense. Really the poor old bull stands no chance of anything other than a slow and painful death. I think it should be banned.

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 цифру, обозначающую соответствующую часть предложения, в таблицу.

Sergey Pavlovich Diaghilev

On 21st August 1929 a funeral barge set off for the little island of San Michele, where the city of Venice **A** _____ the beginning of the 19th century. The body on the barge, bound for the Greek Orthodox section of the cemetery, was that of Sergey Pavlovich Diaghilev, founder and leader of the Ballets Russes and one of the most influential pioneers of modern art in the twentieth century.

In the course of a twenty three year career Diaghilev **B** _____ Americas. In this relatively short space of time he transformed the world of dance, theatre, music and the visual arts as no one **C** _____ (or has done since).

From 1896 he was active in Russia as a critic, exhibition organiser, publisher and art historian. Through his journal Mir Iskusstva and exhibitions he brought Russian art out of years of stagnation. He championed international symbolism, art nouveau, the Arts and Crafts Movement and Russian neo nationalism. He managed **D** _____ artistic past.

He set up a travelling, privately financed ballet troupe that performed in Europe's and America's most famous theatres, and for nearly quarter of a century it **E** _____ dance company. Its early productions fed the craze for the Slavic and oriental exoticism, catapulting the Ballet Russes to instant fame. He was a central figure **F** _____ of Paris, London, Rome, Berlin and Madrid during the golden age of modern art. He lived through bankruptcy, war, revolution and exile.

1. had ever done before
2. would be the world's leading
3. in the artistic worlds
4. to revive forgotten aspects of Russia's
5. had made his mark in Europe and the
6. was named after Diaghilev
7. has buried its dead since

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Dmitry

1847. It was his toughest year and they had all been tough. As a 13 year old living in Verhnie Aremzyani he did not know, for example, that a lady had just published a book called “Jane Eyre” or that she’d used a false name, Currer Bell, to disguise her gender. Nor would he have known that 6000 miles away a town called Yerba Buena was being formally re-named. Dmitry hardly knew what was happening in Tobolsk, let alone Moscow. He had far more pressing problems. At an age when for other children happy childhood might have been giving way to purposeful adulthood — Dmitry knew only despair. His father Ivan Pavlovich was dead. His mother’s livelihood in a nearby factory had been destroyed in a cruel fire. Dmitry may not have known about Charlotte Bronte or San Francisco (as Yerba Buena had been re-christened) but he certainly knew hard times lay ahead.

Dmitry was the youngest of 14 brothers and sisters. Being the youngest had its advantages in terms of maternal and sisterly affection. It possibly also helped in his educational development. For two years he attended the Gymnasium in Tobolsk and did fairly well. But the family was now really poor. At the age of 15 they all relocated to St Petersburg — hoping for a better life. Dmitry entered the Main Pedagogical Institute and successfully graduated. Things seemed to be looking up — when disaster struck in the form of tuberculosis or TB.

TB is a dreadful disease. Usually the victim suffers from chronic, disabling fits of coughing. Fever, night sweats and dramatic loss of weight follow. We may suppose Dmitry suffered all of these because he made the sudden decision to travel to Crimea where, it was supposed, the warm southern climate would provide a better cure than any medicines. And so it proved. Dmitry became a science teacher at Simferopol Gymnasium No 1. When he returned to St. Petersburg in 1857 — his health was fully restored, his career as a scientist could properly begin.

In late August 1861 his first book (on the spectroscope) was published. In 1862, after an engagement lasting just 23 days, he married Feozva Nikitichna — a marriage that was to sadly end disastrously and cause serious damage to his career. The following year, aged 29, he became Professor of Chemistry at the St. Petersburg Technological Institute.

On March 6th, 1869 Dmitry made a formal presentation to the Russian Chemical Society. A lot of other things were happening in 1869 and without doubt Dmitry was aware of most of them. Certainly he would have read that Ulysses S Grant had been elected 18th President of the USA and that the Suez Canal was complete. Probably he didn’t then know that a new synthetic material called plastic had just been patented or that a ship called The Cutty Sark was on its maiden voyage. But in a sense, none of these things were as important as the paper delivered that evening by a certain Mr. Dmitry Ivanovich Mendeleev.

As a result of that presentation, Dmitry was credited as being the creator of the first version of the periodic table of elements. Fantastically, using his table, he was able to predict the properties of elements yet to be discovered. From tough beginnings, Dmitry rose to be one of the greatest scientists the world has ever known.

Next time you are on the metro, line No9, passing south from Savelovskaya towards Moscow City Centre, spare a moment to remember Dmitry — the boy from Verhnie Aremzyani.

- 12** Mentioning "Jane Eyre" and San Francisco in paragraph 1 the author probably wants to
- 1) point our attention to the times in which Mendeleev's childhood ended.
 - 2) demonstrate how obscure Mendeleev's childhood was.
 - 3) show how much young Mendeleev knew about the world around him.
 - 4) stress the point that Mendeleev grew up being very ignorant.
- 13** We learn from paragraph 2 about Mendeleev's family that
- 1) Dmitry suffered from lack of family love.
 - 2) they helped him to study at the Tobolsk gymnasium.
 - 3) it had always been extremely poor.
 - 4) Dmitry had 13 elder brothers and sisters.
- 14** What, according to the author, helped Mendeleev to win over TV
- 1) becoming a science teacher.
 - 2) traveling around Crimea.
 - 3) change of climate.
 - 4) getting better medicine.
- 15** What does the author say about Mendeleev's marriage to Feoza?
- 1) It happened when he was too young.
 - 2) It had bad influence on his career.
 - 3) It lasted only a few days.
 - 4) It helped him to get a professor's position.
- 16** According to the author in 1869 Mendeleev was sure to know about
- 1) Cutty Sark voyage.
 - 2) invention of plastic.
 - 3) election of president Grant.
 - 4) new patents on synthetic materials.
- 17** Of all the important events in 1869 Mendeleev's presentation was special as
- 1) it was proved that tough beginnings may have glorious endings.
 - 2) Dmitry was credited as the creator of the periodic table of elements.
 - 3) it showed the possibility to predict properties of undiscovered elements.
 - 4) Dmitry became one of the greatest scientists of the world.
- 18** The last paragraph probably implies that
- 1) Savelovskaya station is related to the life of Mendeleev.
 - 2) there is a metro station named after Mendeleev.
 - 3) everyone should visit metro line #9 in Moscow.
 - 4) when in Moscow metro, remember Mendeleev's discoveries.

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.

California Summer Camp for Children

- When it comes to California summer camps for kids, Skylake Yosemite Summer Camp is the very _____. This year the camp is celebrating its 66th season. **GOOD**
- 19**
- If you are looking for a summer camp your kids _____ love, we invite you to consider Skylake. **LOVE**
- 20**
- We _____ in the California Sierra National Forest, on Bass Lake, just a few miles from the south gates of Yosemite National Park. Skylake Yosemite is the kind of summer camp kids love. **LOCATE**
- 21**
- Our dock on Bass Lake offers a variety of fun-packed waterfront _____, warm-water swimming, waterskiing and tubing, and canoes and kayaks. All staff members are First Aid Certified and have Water Safety Certifications. **ACTIVITY**
- 22**
- The pine forest _____ the camp offers plenty of beautiful open land to accommodate horseback riding, a challenging ropes course, sand volleyball court, tennis courts, arts and crafts building and much more. **SURROUND**
- 23**
- Day trips and backpack trips into Yosemite National Park _____ almost daily. Our camp-meal menus are creatively varied, always with lots of fresh ingredients. **SCHEDULE**
- 24**
- Getting to _____ camp is easy, because we offer charter bus service from Northern and Southern California and provide complimentary pick up at the Fresno Yosemite International Airport, located only one hour from camp. **WE**
- 25**

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.

Moscow State University

- 26 One of the oldest Russian institutions of higher education, Moscow University was established in 1755. In 1940 it was named after Academician Mikhail Lomonosov (1711–1765), an outstanding Russian scientist, who greatly contributed to the _____ of the university in Moscow. ESTABLISH
- 27 From the very beginning elitism was alien to the very spirit of the University community. The Decree Elizaveta Petrovna signed stated that the university was to educate commoners; it was the academic _____ of a student that mattered, not his social position or family background. ACHIEVE
- 28 In the late part of XVIII century there were only three noblemen among the 26 professors at Moscow University, most of the students were commoners too. The best students were sent to continue their education abroad, establishing the contacts with the international _____ community. SCIENCE
- 29 _____ tuition at Moscow University was free for all students. Later only poor students were exempt from tuition fees. The state funding did not cover all the University expenses; thus the administration had to find ways to raise additional funds. ORIGIN
- 30 The University was partly funded by its patrons, such as the rich merchants of the Demidov and Stroganov families and some others, who donated laboratory _____, books, various collections and established scholarships for University students. EQUIP
- 31 University alumni supported their alma mater through hard times raising money by public subscription. University professors _____ bequeathed to the University library their private book collections. TRADITION

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Schools for gifted and talented: view of American scholars

Gifted programs often provoke controversy because there is no standard definition of what a gifted student is. There are six [32] _____ of ability often evaluated in order to determine [33] _____ a child is gifted: general intellectual ability, specific academic aptitude, creative thinking, leadership ability, visual and performing arts, and psychomotor ability. They are [34] _____ by combinations of standardized tests, plus peer and teacher evaluations.

On the one hand schools for gifted and talented may [35] _____ the emotional stress of isolation and peer rejection often experienced by gifted students in a traditional

school. On the other hand — social development of a child may be impeded as a result of isolation from the general population.

We can't deny the fact that gifted programs offer personalized instruction and enriched curriculum suited to the needs of students gifted in this or that area. Such programs allow students to learn at a highly **36** _____ rate according to their ability. School administrators in such schools hire gifted teaching staff and select teachers who can be a source of instructional innovation.

Such schools normally have smaller classes and in general these schools for the gifted are few. Access **37** _____ them may be physically difficult because of their location. Besides, they may be not available for families with limited income as they may be expensive. If such schools are publicly funded, they may be opposed as elitist and **38** _____ of misusing money that might go to traditional schools.

- | | | | | |
|-----------|---------------|---------------|----------------|-------------|
| 32 | 1) districts | 2) regions | 3) areas | 4) parts |
| 33 | 1) wherever | 2) whether | 3) whenever | 4) whereas |
| 34 | 1) quantified | 2) calculated | 3) determined | 4) measured |
| 35 | 1) relieve | 2) treat | 3) simplify | 4) improve |
| 36 | 1) hasty | 2) prompt | 3) accelerated | 4) hurried |
| 37 | 1) for | 2) to | 3) at | 4) in |
| 38 | 1) blamed | 2) charged | 3) claimed | 4) accused |

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 Mary who writes:

*...My doctor said I shouldn't eat chocolate. At all!! Horror! What kind of food you feel difficult to live without, if any? What do you usually have for a quick snack? How do you like lunches served at your school canteen?
...Last week I wrote two final tests.*

In your letter

- answer her questions,
- ask **3 questions** about her final tests.

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

Bookstores selling paper books will soon be the sign of the past.

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**ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 40 заданий.

Раздел 1 («Аудирование») включает 9 заданий, из которых первое и второе — на установление соответствия и 7 заданий — с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение раздела 1 — 30 минут.

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

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

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

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 80 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в бланк ответов № 2.

Общее время проведения экзамена — 180 минут.

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

Все бланки ЕГЭ заполняются яркими черными чернилами. Допускается использование гелевой, капиллярной или перьевой ручки.

Желаем успеха!

Раздел 1. Аудирование

1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.

1. University life is often too stressful.
2. People have different ideas of what young girls should do after school.
3. It is possible to change professor's negative attitude.
4. Starting with a basic working position is OK for a career development.
5. University focuses on students' interests more than school does.
6. He/she should arrange his/her life in a hostel better.
7. It is OK to live in a students' hostel, even if there are some minuses.

Говорящий	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений А–G соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, т.е. 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** Elena Yakunina is David's pen-pal.
1) True 2) False 3) Not stated
- B** Elena can speak Bulgarian, Russian, Ukrainian and English.
1) True 2) False 3) Not stated
- C** Rosalind and her parents plan to learn to speak some Bulgarian.
1) True 2) False 3) Not stated
- D** Elena will stay in Rosalind's family for a school year.
1) True 2) False 3) Not stated
- E** French teacher enrolled Rosalind for the exchange programme.
1) True 2) False 3) Not stated
- F** Rosalind's family had to get the school's permission for Elena to attend classes.
1) True 2) False 3) Not stated
- G** David would like to join the exchange programme.
1) True 2) False 3) Not stated

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

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

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. Nervous
2. Natural temper
3. Devoted
4. A change in temper
5. Funny
6. Inappropriate self confidence
7. Inconvenient
8. Sensitive Soul

- A. Andy has a terrible singing voice. However he likes to sing and when he sings he is usually very loud and out of tune. Liz thinks that he cannot hear his own voice properly. She assumes that Andy actually believes he has a marvelous voice and anyone who happens to hear one of his beautiful performances is simply lucky. Certainly nobody has ever suspected Andy of being faint hearted or shy.
- B. What starts the “terrible two” syndrome on a child’s second birthday? During the first year and 364 days they are smiling, cooing and are sweet as can be. The next day they become mini gangsters — screaming, biting, hair pulling and scratching! I am not sure but many psychologists believe that it is because they lack needed language skills and are angry because they can’t communicate.
- C. My sister is a really happy soul and everybody loves her. She is often in a good mood and rarely angry — but she does cry a lot! If she watches a film with a really sad ending it makes her cry. What is more surprising is that is she sees a film with a really happy ending — the chances are that we will still see wet cheeks. Even hearing our baby brother singing one of his nursery rhymes will set her off!
- D. We live in a village two miles away from Brighton. There is a good bus service in terms of lots of buses available that generally arrive on time. The problem is that few of them go direct to our village. Instead they make detours down to the Marina and up various residential roads making dozens of stops before reaching our village. What should take 5 minutes sometimes takes almost half an hour.
- E. In the past, the smallest things made him angry — he was always shouting and raging. Shop assistants, traffic lights, the TV news — almost anything could make him erupt! Cynthia’s suggestion that he put a pound in a jar each time he got angry proved helpful. Now, sometimes, he even begins to laugh the moment he notices he is angry. When the jar is full he’s promised to treat Cynthia to a meal.
- F. Susie loves Rags — her cheerful, faithful and furry companion. She takes him walking every morning and evening and if she cycles to her friend’s house, Rags is invited to run along behind. She never forgets his birthday and is always buying him

special toys and tasty treats. I'll never forget how sad she was when Rags went missing for a week. She cried every day he was away.

G. Robert Long and Arthur Short are work colleagues and they have known each other since school days. But they often make people laugh when first introduced since Robert Long, could easily get a part in a stage production of "Snow White and the Seven Dwarfs". Arthur Short, meanwhile, would not look out of place in a pro Basket Ball team although he is useless at the game.

A	B	C	D	E	F	G

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

Washington DC International School

We welcome your interest in Washington International School. The strength and vitality of our School is the diversity **A** _____ experiences, and personalities of our students and faculty. One quarter of our students and their families are all American citizens, **B** _____ are all non-US citizens; the remaining families are composed of members with more than one citizenship.

Our curriculum embraces an international approach to learning for students in our International Baccalaureate (IB) Primary and Middle Years Programs, as well as for those in our IB Diploma Program. This is coupled **C** _____, beginning with French or Spanish language immersion for our Pre-Kindergarten and Kindergarten students and continuing with a dual language approach for students in Grades 1–5.

Students thrive **D** _____, traditions, and ideas. We encourage them to take full advantage **E** _____ in academics, and also in athletics, community service and other extracurricular activities. By mastering challenges both in and beyond the classroom, our students acquire the skills and experience to succeed on every level, and they form friendships that will last for years.

We hope you will tour the WIS website **F** _____ programs and for an introduction to our distinctive community of learning. We look forward to welcoming you for a campus tour soon.

1. while an almost equal number
2. for information on all of our
3. of cultural backgrounds, talents, life
4. of the opportunities available to them
5. with an emphasis on second-language acquisition
6. many subjects in different foreign languages
7. in this lively mix of cultures

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

How It Was

Every school holiday we worked on the farms. Often it was pea picking but we also harvested runner beans, potatoes, black currants and strawberries — each in their season. Sometimes we travelled quite a distance to work. The incredible thing, looking back on it, was that our parents never seemed to worry about us. Sure enough there were occasional tales of terrible accidents or of children being attacked or kidnapped — but no one thought about such things then.

We would disappear early, on our bikes, and not return until dark. Just the thought of letting my own kids do the same today gives me kittens. But back then, that's how it was. All the harvesting was paid for by the bag or the box. The faster you worked, the more you earned. In one 5 week season I earned about £400. That was seriously good money in the 1970^s — probably the same as my Dad earned. And we knew how to spend. We were always treating ourselves to something. But usually the aim was to pay for a holiday before school started again. Of course we often had family holidays when we were younger. But we kids also took our own holidays. Usually it was camping but my focus was beach holidays. Wales was my favourite locations. Again I still can't imagine how our parents were brave enough to let us go. I can only assume they were not worried: That and the fact that as children they had their own adventures. Both my parents were small children during the war and were evacuated from London to be safe from Hitler's bombs. They went in the clothes they were wearing plus a small suitcase — sent to unknown (in advance) villages and to the care of strangers. My teenage beach holidays probably seemed a stroll in the park to them and they took our safety for granted.

Nowadays there seems to be a climate of fear around my generation, concerning the safety of our children. Has the world really changed so much? May be it's just that the media makes us think more about the horrible things that do happen?

Mind you — there was one close shave when I was a kid. It was on one of our Welsh camping holidays. We would have been 15 at the time. I fell asleep on a floating lilo and got swept out to sea. I was only asleep for second and at first was not worried. I began to swim steadily pushing the lilo back to the beach — but after 10 minutes, to my horror, I was no closer to shore. In a panic I jettisoned the lilo so I could swim properly and then swam with all my strength. After another 10 minutes still I made no progress. Then completely irrationally I started worrying about sharks. I knew that there are no dangerous sharks there but just the thought paralyzed me. I told myself not to panic. The sea was really calm and I knew that the tide had to change at some point. I also knew my friends on the beach would call the coastguard. The shore seemed miles away, exhaustion was kicking in and I realized also that I was cold. Shark fins began to circle in my imagination. I was in despair. You hear about accidents and drowning at sea but never imagine that it's going to be you.

My rescue was sharp and sudden. Hands on my wrists and ankles and I was swung into the boat. I was absolutely fine when I got back to shore. I am ashamed to say I lied about my age to prevent my parents finding out about it all.

- 12** The parents didn't seem to worry about the narrator and his/her friends as
- 1) the farm was not far from where the children lived.
 - 2) farm work was part of a regular school summer camp.
 - 3) there were no obvious cases of child abuse in the region.
 - 4) some parents worked on the same farm.
- 13** The expression "gives me kittens" in the second paragraph means
- 1) amuses me.
 - 2) captivates me.
 - 3) fascinates me.
 - 4) scares me.
- 14** The payment for the farm work the children got depended on
- 1) the number of hours spent on the farm.
 - 2) the type of seasonal harvest.
 - 3) the speed at which they moved.
 - 4) the amount of harvested berries or vegetables.
- 15** The children earned money mainly to
- 1) afford tasty treats for themselves and friends.
 - 2) provide for their independent holidays.
 - 3) help the family budget.
 - 4) buy camping equipment.
- 16** The narrator thought his parents' evacuation
- 1) was like a stroll in the park.
 - 2) helped them to deal with strangers.
 - 3) helped them to be calm about safety issues.
 - 4) was a source of serious stress.
- 17** The narrator thinks his generation is probably more fearful because
- 1) the media deliberately highlights awful stories.
 - 2) they didn't experience the war.
 - 3) there are more unstable people around.
 - 4) their childhood was too safe and trouble free.
- 18** The narrator has additional problems during his accident in the sea because
- 1) he wasn't a good swimmer.
 - 2) the thought of sharks terrified him.
 - 3) the tide was so strong.
 - 4) there was no coast guard around.

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.

Church Calendar

- 19 Almost everyone uses calendars. The most common use actually is to mark the passing days and seasons. Quite a few people also mark _____ as diaries or use them to remember birthdays, appointments or other important occasions. **THEY**
- 20 The same is true of calendars _____ on religious experience and most religions have annual festivals on different dates, to remember those things that were most important to them. **BASE**
- Those of Jewish Faith follow events that revolve around the Exodus. This was the journey of the Israelites out of Egypt to the new land that they God _____ them. **PROMISS**
- 22 Although the Christian Church has many different “branches”, most of them have calendars based on the life and ministry of Jesus. The Calendar _____ believers to remember throughout the year the most important aspects of their faith. **HELP**
- 23 In the UK, the biggest festivals of the Christian Church are Christmas and Easter. The _____ by far is Christmas and huge numbers visit Church on Dec24th (Christmas Eve) each year to sing carols and remember the birth of Jesus. **POPULAR**
- 24 Some dates in the Church are fixed — others vary. The date for Easter, for example, typically falls between late March and late April (Western Christianity) and early April to early May (Eastern Orthodox). The date _____ by a lunisolar calendar, following the cycle of the moon. **SET**
- 25 As a congregation moves through the church calendar, events _____ in an organized way with the opportunity to talk about different faith confessions. This also helps children to visualise and learn about their religion, history and culture. **PRESENT**

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.

Tourism in Wales

- 26** “Snowdonia for All” is a project which aims to encourage disadvantaged people to visit Snowdonia and have an _____ and relaxing time. The project is the outcome of cooperation between the National Park Consultation Group and various environmental _____ groups. ENJOY
- 27** _____ PROTECT
- 28** All of these organisations have been involved in the _____ of walking paths across the beautiful northern Welsh countryside. PRESERVE
- The area has witnessed a lot of development in recent years while at the same time seeking to maintain the essential character and atmosphere of this beautiful park.
- 29** And in fact it is the Welsh National Assembly rather than the Westminster _____ that has been made responsible for drawing together a number of difficult issues. GOVERN
- 30** For example local politicians do want to see a big increase in the number of _____ to the region but at the same time they want to preserve the quiet beauty of the landscape. VISIT
- 31** Also there is the ongoing commitment to provide more jobs, _____ those connected to tourism. But achieving solid economic growth and preserving an ancient landscape is never easy. SPECIAL

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Quarrelling Neighbours

England and France are neighbours and have a famous 1000 year old, love-hate **32** _____. An early milestone was 1066, when William of Normandy conquered England. As any English football fan will **33** _____ you “It’s their fault, they started it!” and ever since there has been conflict; both “teams” selecting their own highlights! The English generally choose the Battle of Agincourt (1415) and of course the **34** _____ of Napoleon (conveniently forgetting that several other nations were actually involved). A more recent low occurred when Churchill ordered the sinking of the French Fleet after France surrendered to Germany. **35** _____ many claim the UK’s role in the liberation of France rather made up for this!

English-French rivalry continues to the present time — in sport, language and culture. In any big sporting tournament (especially football or rugby) the French become “Frogs” — a nickname derived **36** _____ the (inexplicable to English taste) French inclusion of frogs, snails and other unmentionables in their cuisine.

In the last decades the French have even battled against the invasion of the English language — “Le weekend”, “Le sandwich” and so forth. But it seems that the English language is a **37** _____ opponent. The rivalry recently flared up again most recently when London narrowly beat Paris in the bid to **38** _____ the 2012 Olympics. But in fairness, since William “kicked-off” in 1066 there have been plenty of French victories as well, and in reality the nations are the best of friends as much as “best” enemies and their rivalry is often quite witty and entertaining.

- | | | | | |
|-----------|----------------|------------|-----------------|-----------------|
| 32 | 1) connection | 2) rapport | 3) acquaintance | 4) relationship |
| 33 | 1) talk | 2) tell | 3) say | 4) speak |
| 34 | 1) defeat | 2) loss | 3) failure | 4) collapse |
| 35 | 1) Although | 2) Thus | 3) Therefore | 4) Nevertheless |
| 36 | 1) of | 2) from | 3) for | 4) off |
| 37 | 1) heavy | 2) solid | 3) tough | 4) hard |
| 38 | 1) accommodate | 2) host | 3) settle | 4) contain |

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 Todd who writes:

...In July I'm going to a science youth summer camp. It's an international camp, but the working language is English. If you like science, which of the subjects are your favourite? What kinds of summer camps are available for the youth in Russia? Which of them would you like to go to, and why?

As for the latest news, I've passed my driving test and my elder brother said he'll let me use his car!

In your letter

- answer his questions,
- ask **3 questions** about the driving test.

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

It's beneficial in many ways to host international sport events.

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

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 40 заданий.

Раздел 1 («Аудирование») включает 9 заданий, из которых первое и второе — на установление соответствия и 7 заданий — с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение раздела 1 — 30 минут.

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

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

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

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 80 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в бланк ответов № 2.

Общее время проведения экзамена — 180 минут.

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

Все бланки ЕГЭ заполняются яркими черными чернилами. Допускается использование гелевой, капиллярной или перьевой ручки.

Желаем успеха!

Раздел 1. Аудирование

1 Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.

1. The difference between the language and real life.
2. They are rare and unforgettable views.
3. Little changes in our lives can change our Mother Earth.
4. Climate change predictions can be more accurate.
5. Human memory can play tricks.
6. We will never see it again.
7. It changed, changes and will change.

Говорящий	А	В	С	D	Е	F
Утверждение						

2 Вы услышите диалог. Определите, какие из приведённых утверждений А–G соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, т.е. 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** David and Ann are fellow students.
1) True 2) False 3) Not stated
- B** Anna is studying Shakespeare's plays.
1) True 2) False 3) Not stated
- C** It takes half a day to get to Kimbolton.
1) True 2) False 3) Not stated
- D** Henry VIII loved Katherine more than any other of his wives.
1) True 2) False 3) Not stated
- E** The divorce and the church reforms of Henry VIII were closely related.
1) True 2) False 3) Not stated
- F** Katherine of Aragon died soon after her exile to Kimbolton.
1) True 2) False 3) Not stated
- G** Anna can't get to Kimbolton school by herself.
1) True 2) False 3) Not stated

Утверждение	А	В	С	D	Е	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Traditional Beliefs and Superstitions

- 3** The speaker believes that the old traditions are
- 1) recorded only in folk history books.
 - 2) still widely followed and believed in.
 - 3) followed by a small number of people.
- 4** The front door is a good place to “correct” a house because
- 1) it is a convenient place for statues and lucky charms.
 - 2) houses can be lucky or unlucky.
 - 3) it is the main point of entering a house.
- 5** The speaker thinks
- 1) all old beliefs are complete nonsense.
 - 2) some old beliefs can predict the future.
 - 3) some old beliefs are quite practical.
- 6** For ancient people salt was probably a symbol of
- 1) friendship.
 - 2) employment.
 - 3) protection.
- 7** The speaker believes that if you
- 1) study tea leaves, you are wasting your time.
 - 2) stir the pot twice good cup of tea will result.
 - 3) stir the pot anticlockwise there will be a quarrel.
- 8** Modern tradition to be careful with mirrors probably stems from the ancient belief that
- 1) mirrors or water reflections are like our soul.
 - 2) a disturbed reflection brings danger.
 - 3) a mirror can take away one’s soul.
- 9** The speaker believes the tradition about singing in the bath
- 1) is just plain stupid.
 - 2) will lead to sorrow before evening.
 - 3) is simply unavoidable.

Раздел 2. Чтение

10

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

1. Unusual harvest
 2. Uncle Tom's cabin
 3. Little tornado
 4. Hidden clues
 5. New enthusiasm
 6. Using the imagination
 7. Fresh start
 8. Secret imagination
- A. While the adults stretched out sleepily in the sun and enjoyed the last of the picnic, the small children began a shopping game. They used two chairs and the cutlery box as a shop counter and took it turns to be the shop keeper. A blanket hung from a low tree branch represented the shop front (and needed shade). On sale were leftovers from the picnic, various garden ornaments and several pairs of shoes.
- B. The Hartley family had lived in South East London for several generations. But when John was offered his dream job in Scotland they were all quite keen on the idea of living somewhere else. Scotland, especially, seemed to them in another universe compared to Lewisham and Bexley. Although they are really missing their old friends, their new neighbours have given them a really warm welcome.
- C. My little sister has long red hair, blue eyes and a natural ability to cause chaos wherever she goes. Last week she left the cold water tap on upstairs and caused a flood. On Tuesday she left the fridge door open and spoiled the food. Yesterday she spilt her drink on my computer and today she displayed a talent for turning the breakfast toast in to charcoal. But she is kind hearted and beautiful and I love her.
- D. When we were small, my uncle and his family lived only 5 minutes' walk from our house. My cousins, Billy and Tom were often in our house and we nearly always played our special game. It involved one of us hiding something and then making a list of obscure "directions" for the rest of us to "follow". It still took enthusiasm, imagination and the talent of Sherlock Holmes to find the hidden object.
- E. Mrs. Perkin learned her children's favourite birthday treat from her own mother who in turn learned it from hers. It involved "planting" lolly-pops, sherbet cones and other treats in the garden — as if they were small flowers and plants. Early each birthday morning the children run in to the garden with baskets to fill. The smallest ones seem to accept unquestioningly, that the "crop" is entirely natural.
- F. Every day after school, Jim likes to play in the park with his friends. But if it is cold or raining, his Mum takes him to the swimming pool. Recently Jim has enjoyed

the swimming so much that if the weather forecast is bad, he sees this as good news. Apparently he is quite a talented swimmer. He learned when he was small and then somehow forgot all about it. Now I wouldn't be surprised if he forgets the park!

G. My father has two brothers; Billy and Tom. My favourite is Tom. He allows me to go with him into his work shed at the very bottom of the garden, behind an unusual screen of miniature birch trees. Actually you can't see the shed from the house at all. In this special, secretive place he makes models with wood, paint and glue. He likes making trains and cars but most of all he loves building toy sailing boats.

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 цифру, обозначающую соответствующую часть предложения, в таблицу.

Child Stars

Child star mania is on the rise! Popular shows like Star Search and Junior Idol are always searching for new child stars. Sometimes the parents of these youngsters are the ones with the real ambition — arguably pushing their offspring to **A** _____ to make their children famous.

Fame can bring great opportunities for the youngsters. Some go on to earn huge amounts of money and live happy and fulfilled lives. The truth however is **B** _____. Research on the lifestyle of young performers has shown **C** _____ dominated by immense pressure and anxiety. Hours of training and rehearsal combine disastrously with a lack of normal schooling and a poor social life. These vulnerable young people also have to cope with criticism, rejection and intrusive treatment from show business reporters. The loss of privacy, gossip and constant scrutiny can be too much for some of them.

Child stars often have very short careers. It can be devastating **D** _____ grows into an average looking adult and a whole glittering career is over before they are out of their teens. It is therefore not surprising that so many young child stars end up with huge emotional problems — some derailing their lives through destructive life styles. It can be really difficult for them adjusting from **E** _____ to being completely forgotten and ignored.

So the question is should something be done to curb this mania for young fame? Should the TV programs be severely controlled or even banned? Whatever the answer to these questions, the problems are likely to remain. As long as there are children with talent under the control of ruthlessly ambitious parents — these tragedies **F** _____ repeating.

1. being recognised and wanted by everyone
2. that the majority do not
3. when being famous means
4. that their childhoods are often
5. are destined to keep on

6. when a particularly cute child
 7. and beyond their limits, hoping

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Arkhip

Arkhip Kuinji was born in 1842 in Mariupol on the Azov Sea. His family originally came from Greece as refugees during the reign of Catherine II. His father made a living making and repairing shoes but tragically both he and Arkhip's mother died when the boy was just six years old.

Incredible though may seem to us — this meant that Arkhip had to start work for pay. He had no opportunity whatsoever to receive any formal education. Instead he divided his time between labouring, farm work and being an assistant at the corn merchant's shop. But this unfortunate child had a special talent: He could paint and draw exceptionally well.

Aged 18 he moved to the Port of Taganrog in 1860; at more or less the same time that Anton Chekov was born — in the very same town! For five years he worked in a studio retouching photographs. He even tried, unsuccessfully to open his own photography studio. This was at more or less the same time a Mendeleev gave the world his periodic table! But eventually Arkhip headed north to the city of St. Petersburg hoping, no doubt, to do something with his natural artistic ability.

Once there, he evidently was allowed to attend classes at the St. Petersburg Academy of Arts and he also benefited from some training in the workshop of the famous marine painter Ivan Aivazovsky. For the next few years he studied, painted and exhibited whenever he could. In 1873, he travelled around Europe and thoroughly studied the works of great masters. On his return, however, he began to develop his own unique style.

In his early landscape paintings he often sought to capture seasonal moods. But after 1874 he became increasingly interested in painting "light". He obtained striking effects by using vivid colours, chiaroscuro contrasts and simple but cleverly conceived designs. He began to make spectacular paintings that greatly moved contemporary viewers.

Possibly his most famous painting, "Ukrainian Night" (1876), opened a new romantic stage in his work. He achieved such astonishing results, that people, who saw the picture for the first time at an exhibition, tried to check its back, to see if there was any special source of light. Exhibited at the Paris World Fair in 1878, "Ukrainian Night" won praise from the most eminent French critics.

Through years of experimentation, Arkhip developed his own highly original techniques, which he applied increasingly to the treatment of subjects such as snow-covered mountains and moonlight. It is sad for us today that some of his experiments with paint led to problems of deterioration and many of his luminous canvases soon darkened.

In 1894, he accepted an invitation to become a professor of the Academy. He was very fond of teaching and his students admired him. Unfortunately his career of a professor did not last long (he was dismissed for supporting students in their protests against authorities) but he

continued to teach his students privately. Later he presented the Academy with a big sum of money, the interest from which was to be used for awards to young painters. In 1909, the year before he died at the age of 68, he founded The Kuinji Society, an independent association of painters, to which he left all his pictures and property.

Starting from such a disadvantaged background, few have achieved as much or given so much pleasure to so many people as young Arkhip from Mariupol.

12 Which of the following is TRUE about Arkhip Kuinji's family?

- 1) They came from Greece to make money.
- 2) They served at the court of Catherine II.
- 3) Arkhip's parents died when he was very young.
- 4) They made a living selling shoes.

13 We learn from the text about Arkhip's stay in Taganrog that he

- 1) met Anton Chekhov there.
- 2) could have met Mendeleev there.
- 3) opened his first art studio there.
- 4) tried to work as a photographer.

14 When Kuinji got to St. Petersburg he

- 1) visited all art exhibitions.
- 2) began to attend classes in the Academy of Arts.
- 3) got interested in marine painting.
- 4) had developed a style of his own.

15 After 1874 Kuinji

- 1) began to make pictures showing light.
- 2) started to paint only in light colours.
- 3) invented a new paint.
- 4) used technical effects to impress the viewers.

16 We learn about Kuinji's "Ukrainian Night" that

- 1) a famous art critic claimed it started a new stage in painting.
- 2) it won a special award at the Paris World Fair.
- 3) there was a hidden source of light behind it.
- 4) it became one of his most famous paintings.

17 Some of Kuinji's experiments were not a success because

- 1) hard as he tried, he failed to capture the moonlight.
- 2) his style was too complicated to visualise.
- 3) a few of his paintings lost their original colour.
- 4) he used canvases of poor quality.

18 His professor's career was not a success because

- 1) of political reasons.
- 2) the authorities were against his fund meant to support students.
- 3) his students complained that he gave private lessons.
- 4) he wanted to be an independent artist.

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.

International Summer School in London

- 19 Each summer the UK welcomes children from more than 45 different countries and many of them come to Dean Close year after year. Dean Close _____ students from around the world for more than a century, and has an international reputation for academic and sporting excellence. EDUCATE
- 20 Our summer school provides a safe, stimulating environment for international students _____ 11 to 16 to learn English, experience life in the UK and make strong friendships. AGE
- Every student receive 15 hours of lessons each week from qualified and imaginative teachers.
- 21 In the afternoons two activity sessions take place with up to six different choices in each session. Evening activities give students the opportunity _____ after a long day and get to know one another in a relaxed, multi-national environment. RELAX
- 22 A visit to the UK would not be complete without a trip to London. Students _____ time to see the sights and absorb the atmosphere as they spend _____ last night in this fabulous city. HAVE
- 23
- 24 All our students enjoy two day trips each week, visiting cultural sites as well as much more cheerful attractions. All of the trips last a full day, so there _____ plenty of time for the students to experience everything. BE
- 25 We also offer a range of fun activities with our English PLUS program — these _____ in the basic course price, but can be a great way to learn new skills while practicing English. NOT INCLUDE

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.

New Tourism in France

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

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

From High School to University Students

Some students find transition from secondary school to tertiary education painful. Well-known life is left **32** _____ with familiar home and community environment, parents, siblings, friends. Anticipation of unpredictable academic responsibilities and fear of failure, together with fear of disappointing one's parents and friends **33** _____ to the stress. They are both **34** _____ and afraid of new social responsibilities like dealing with roommates, instructors, male and female student friends. There is fear of not being accepted; fear of loneliness; anxiety and guilt about breaking with the past. They are on the edge of redefining themselves as adults, finding a satisfactory career, abandoning old friends and finding new.

What can be done to **35** _____ this stress? Firstly, it's important to become **36** _____ with the university's scholastic and non-scholastic programs: check the university's website and request informational brochures. You can also visit the campus and introduce yourself at the Departmental office; talk to students majoring in the Department. If the university can provide the names of roommates, become acquainted in person or by **37** _____ prior to classes. Most Universities have orientation programs — first year student assemble on campus for a week before the start of classes.

Orientation can be led by Departmental deans, instructors, and majors, introducing new students to academic procedures and standards, enrolling students in their first term classes, assigning **38** _____ each new student an upperclassman as mentor to help them adjust to their first year at the university.

- | | | | | |
|-----------|-------------------|------------------|----------------|--------------|
| 32 | 1) back | 2) behind | 3) apart | 4) aside |
| 33 | 1) multiply | 2) raise | 3) rise | 4) add |
| 34 | 1) eager | 2) liking | 3) wanting | 4) keen |
| 35 | 1) shorten | 2) eliminate | 3) refuse | 4) release |
| 36 | 1) aware | 2) conscious | 3) acquainted | 4) sensitive |
| 37 | 1) correspondence | 2) communication | 3) interaction | 4) post |
| 38 | 1) to | 2) for | 3) at | 4) — |

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 Charlie who writes:

...2 weeks ago we went to the country for a family picnic. How often does your family go on picnics? What do you like most about picnics? What do you do if it suddenly starts raining on a picnic?

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

In your letter

- answer his questions,
- ask **3 questions** about the school band.

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

The best things in life are free.

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**ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 40 заданий.

Раздел 1 («Аудирование») включает 9 заданий, из которых первое и второе — на установление соответствия и 7 заданий — с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение раздела 1 — 30 минут.

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

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

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

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы — 80 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в бланк ответов № 2.

Общее время проведения экзамена — 180 минут.

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

Все бланки ЕГЭ заполняются яркими черными чернилами. Допускается использование гелевой, капиллярной или перьевой ручки.

Желаем успеха!

Раздел 1. Аудирование

1 Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.

1. English people aren't very religious.
2. This healthy habit has little to do with religion.
3. It's one of the days worth going to church.
4. It's a national tradition to eat them on this day...
5. It's possible only one week a year.
6. This treat was officially allowed only twice a year.
7. It combines fun and profit.

Говорящий	A	B	C	D	E	F
Утверждение						

2 Вы услышите диалог. Определите, какие из приведённых утверждений А–G соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, т.е. 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** Victor and Ann have both passed all their exams.
1) True 2) False 3) Not stated
- B** Ann liked her final exam in history.
1) True 2) False 3) Not stated
- C** Ann's exam consisted of two parts: multiple choice tasks and essay questions.
1) True 2) False 3) Not stated
- D** Ann's history professor used unique teaching materials.
1) True 2) False 3) Not stated
- E** Ann's course covered the periods from medieval to modern history of Civilizations.
1) True 2) False 3) Not stated
- F** Ann's exam tested both understanding of processes and knowledge of factual information.
1) True 2) False 3) Not stated
- G** Victor finds Ann's history course more reasonable than the one he took.
1) True 2) False 3) Not stated

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

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

Раздел 2. Чтение

10

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

- | | |
|----------------------|-----------------------|
| 1. Almost daily | 5. Poorly rewarded |
| 2. Daily distraction | 6. High security |
| 3. Mobile luxury | 7. Daily treasure |
| 4. Not like old days | 8. Almost twice daily |

- A. Greg cycles to college every day. The college is in the town centre but it has a bike park where you can leave your bicycle. Because many bikes have been stolen, Greg now has a daily ritual of carefully chaining the bike to a stand and locking each of the wheels. Then he removes the handlebar and saddle and locks them separately in a cabinet in the college.
- B. Martin works for a posh “take away” restaurant called “Meals on wheels”. Every evening he has to put on a suit and by car, deliver a three course meal plus wine to rich people around the city. It is almost, Martin thinks, like being a butler or servant a hundred years ago. Except that he has three different “masters” every day. He thinks the restaurant should be called “Servants on Wheels”.
- C. Locking up, Sasha reflected, was the worst possible responsibility. She was supposed to arrive at the restaurant at 4pm and officially she was supposed to finish at midnight when the restaurant closed, but she was the key holder and therefore always the last person to leave. Often this kept her there every night until 1am or even later. At least she was paid a little extra for this but not enough — in her view!
- D. Charlotte spends about 30 minutes every day writing her private diary. She has maintained this discipline since she was a teenager. Even if nothing particularly noteworthy has happened, she likes to record her impressions of people and conversations. She writes with a pen and has a complete book for every year since she started. These are safely locked away and considered by Charlotte to be her most valued possessions.
- E. John walks to school every day — not because he has to, but because he enjoys it. It is about 2kms across some orchards, over the bridge and then just a short walk to the edge of town where the school is situated. Of course he can go by bus if the weather is exceptionally bad — and he always uses the bus to get home. But it is a pretty walk and an excellent way to start the day.
- F. When Louise was a young girl growing up in Scotland — her family never used to lock the door. There was no crime in her village and visitors were always welcome. Now she has to lock up every night and secure all the windows. If a visitor comes she has a “spy hole” to check who it is before answering. Modern life in the city, she felt, was a different world to the one she grew up in.

G. Emma loves her dog. His name is Arnie, he is two years old and absolutely full of fun. But she has to take him out for a proper walk before and after school. She enjoys this but yet Emma hates getting up early in the morning and it is always a struggle for her, especially in the winter when it is still dark in the mornings. Sometimes her Mum helps and Emma is grateful beyond words.

A	B	C	D	E	F	G

1

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

US student exchange program

An academic student exchange is for students aged 15-18 years old. It starts when a student signs up with a student exchange program in their country to go abroad, live in another country with a volunteer host family **A** _____ a single semester or an entire academic year. The local program either has an affiliate office in other countries, or cooperates with “sister” programs in other countries.

The host country is the sponsoring agency. It issues the required forms that make **B** _____ the necessary visas, usually a J-1 in the United States. Students will carry health insurance, bring their own spending money **C** _____ of the language spoken in the host country.

Volunteer host families provide the student with room (his/her own bed, and a quiet place to study), board (three meals a day), and most importantly, LOVE! The student becomes part of the host family **D** _____ the host family's life. The student is responsible for maintaining good grades in the school he/she is attending and for taking on chores **E** _____ member.

Each student and host family is supported by agency's volunteer representative whose main responsibility is to check up with the student, the host family, and the school to assure that the exchange is going smoothly. This may be your first trip away from home or your first airplane ride. Regardless, this will be the time of your life as you will be able to enjoy life in your host country **F** _____, participating in your host country's holidays just as the natives do. How about having a host brother or sister who will be your brother/sister for the rest of your life or making friends with whom you can stay in contact year after year? Most importantly, there is no better way to learn a language than to live in a society where it is exclusively spoken. For more information Contact the Student Exchange Resource Center at StudentExchange.net.

1. as does any other family
2. it possible for a student to get
3. as there are many ways to learn
4. as no tourist can ever imagine
5. and have some command
6. and participates in all aspects of
7. and attend a local high school for either

A	B	C	D	E	F

Прочитайте текст и выполните задания 12–18. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

A lesson with the Master

Joseph Knecht must have been twelve or thirteen years old at the time. For quite a while he had been a scholarship pupil in the Latin school of Berolfingen. His teachers at the school, and especially his music teacher, had already recommended him two or three times to the highest Board for admission into the elite schools... His music teacher, from whom he was learning violin and the lute, told him that the Music Master would shortly be coming to Berolfingen to inspect music instruction at the school. Therefore Joseph must practice like a good boy and not embarrass his teacher.

“What would you like to play?” — the Master asked. The boy could not say a word. Hesitantly, he picked up his exercise book and held it out to the Master. “No,” the Master said, “I want you to play from memory and not an exercise, something easy that you know by heart.” Knecht was confused and unable to answer. The Master did not insist. With one finger, he struck the first notes of a melody, and looked questioningly at the boy. Joseph nodded and at once played the melody with pleasure.

Once more, the Master said. Knecht repeated the melody, and the old man now played a second voice to go with it. Once more. Knecht played, and the Master played the second part, and a third part also. Once more. And the Master played three voices along with the melody... The boy and the old man ceased to think of anything else; they surrendered themselves to the lovely, congenial lines and figurations they formed as their parts crisscrossed. Caught in the network their music was creating, they swayed gently along with it, obeying an unseen conductor...

“Do you happen to know what a fugue is?” — the Master now asked. Knecht looked dubious. “Very well,” the Master said, “then I’ll show you. You’ll grasp it quicker if we make a fugue ourselves. Now the first thing you need in a fugue is a theme, and we don’t have to look far for the theme. We’ll take it from our song”. He played a brief phrase, a fragment of the song’s melody. He played the theme once more, and this time he went to the first entrance and then to the second entrance. He changed the interval, then the third entrance repeated the first one again an octave higher, as did the fourth with the second. The exposition concluded with a cadence in the key of the dominant.

The boy looked at the player’s clever white fingers... His ear drank in the fugue; it seemed to him that he was hearing music for the first time in his life. Behind the music being created in his presence he sensed the world of Mind, the joy-giving harmony of law and freedom, of service and rule. He surrendered himself, and vowed to serve that world. In those few minutes he saw himself and his life, saw the whole cosmos guided, ordered, and interpreted by the spirit of music...

He had experienced his vocation, which may surely be spoken of as a sacrament. The ideal world had suddenly taken on visible lineaments for him. Its gates had opened invitingly... And through this venerable messenger — the Music Master — an admonition and a call had come from that world even to him, the insignificant Latin school pupil.

12 School that Joseph Knecht studied at was

- 1) a specialized school for poor kids.
- 2) an elite church music school.
- 3) a private school with grant-maintenance.
- 4) a secondary state school.

- 13** Joseph Knecht was
- 1) particularly good at playing violin and lute.
 - 2) an average student with a social scholarship.
 - 3) a bright music student, mainly keen on arts.
 - 4) academically advanced in all the subjects.
- 14** Joseph could not do what the Master first asked him to do as he was
- 1) not able to play music from memory.
 - 2) not articulate enough to answer the question.
 - 3) too self-conscious, uncertain in his technical skills.
 - 4) too nervous.
- 15** The Master started playing the melody with the boy because he wanted to
- 1) check the boy's ability for improvisation.
 - 2) warm the boy up and reduce his tension.
 - 3) show him the correct way to play it.
 - 4) demonstrate his technical superiority.
- 16** Explaining to Knecht what a fugue was, the Master
- 1) spontaneously created the needed piece on a well-known simple melody.
 - 2) created a fugue, inviting the boy to participate in the improvisation.
 - 3) improvised a fugue on the melody of the exercise they have just played.
 - 4) played a well known fugue of Bach, based on the melody of the song.
- 17** The world of Mind that Joseph suddenly discovered for himself and vowed to serve was the world
- 1) where music alone reigned supreme.
 - 2) of sacred service and self – sacrifice.
 - 3) based on the interdependence of regularities and freedoms.
 - 4) created by improvisation and free will of a Master.
- 18** The short lesson with the Master helped the boy to
- 1) understand his strong points and weaknesses.
 - 2) widen his academic horizons.
 - 3) mature and get ready for a real life.
 - 4) choose a profession.

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.

Scottish Castle

- For more than 800 years the castle was a fortress against the English and rival Scottish clans. For the most part it _____ in a state of neglect since then. About 150 years ago it became a luxurious farm house and then in the early part of the _____ century it became a hunting and fishing lodge.
- Wealthy visitors _____ good money trying to catch Atlantic salmon — Scotland's the strongest sporting fish.
- The inspiration to restore the castle _____ to John Faulkner when he _____ in the sea on an unusually warm August afternoon.
- Now, ten years after that summer swim, he is in the mood for celebration as he finally _____ his biggest ambition. All the difficult and expensive restoration _____ and his first guests are due to arrive this evening.

BE
TWENTY
PAY
COME
SWIM
REALISE
FINISH

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.

First Fast Food

- Social historians argue about the birth of the modern fast food restaurant. There are certainly different definitions of "fast food" which makes it tricky to be _____ sure.
- Although it is _____ to be definite, many historians go for Joseph Horn and Frank Hobart whose first outlet opened in Philadelphia in 1902.
- But when they opened in New York, July 7th 1912 — their shop "Automat" caused an _____ sensation. They sold precooked food through small window opened by coin-operated slots.

ABSOLUTE
POSSIBLE
PREDICT

- 29** Later on the two resource brothers opened a barbecue drive-in in San Berdino, California. It was a _____ location and very popular but they discovered all their profits came from burgers, fries, coffees, shakes and coco cola. **WONDER**
- 30** So they closed for three months and opened again selling only these goods from a _____, served in paper packaging. Burgers at 15 cents each were hardly expensive. **COUNT**
- 31** Although some scholars may _____ these brothers were probably the most important in fast food history. Their names were Richard and Maurice McDonald. **AGREE**

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Blue Whale Watching

For years I have had the same dream about a blue whale. I see the sea darken as the gigantic mammal comes to the surface. Then I see the monster **32** _____ at me through the clear green water.

But finally I am about to see my dream come true. Several months of planning had brought me to the warm waters off the southern tip of Sri Lanka. Less than an hour after leaving the harbour we **33** _____ at the location whales had been seen the day before.

Blue Whales are the largest creatures that have ever lived. Compared to the big "Blue" — elephants, hippos and the biggest great white sharks are tiny. My fellow tourists lined up **34** _____ the deck — all of us breathless with anticipation. Each of us is **35** _____ to be the first to see the darkening of the sea.

I heard a shout behind me and suddenly the boat engines roared noisily as the boat was **36** _____ towards a cloud of wheeling seabirds a kilometre ahead. A sharp blow of wind sees **37** _____ the birds and suddenly the ocean becomes calm. I feel like I am close to the end of my life's **38** _____, to the realization of dreams. And then suddenly there she is. The most beautiful sight I have ever seen.

- 32** 1) see 2) watch 3) stare 4) observe
- 33** 1) arrived 2) entered 3) reached 4) achieved
- 34** 1) among 2) along 3) besides 4) between
- 35** 1) assured 2) convinced 3) persuaded 4) determined
- 36** 1) directed 2) pulled 3) set 4) parked
- 37** 1) after 2) off 3) to 4) forward
- 38** 1) destination 2) trip 3) travel 4) journey

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 Fran who writes:

*... This year we started learning French. I think it's fun. Is English the only foreign language that pupils learn in Russia or can you choose other foreign languages? Is it fun to learn a foreign language for you? How do you plan to use it in the future?
... By the way, I was elected to our School Government and hope to get the position of the Minister of Sports...*

In your letter

– answer her questions,

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

Write **100–140 words**.

Remember the rules of letter writing.

40 Comment on the following statement.

Education polishes good natures and corrects bad ones.

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

Write **200–250 words**.

Use the following plan:

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

Тексты для аудирования к тренировочным заданиям

ВАРИАНТ 1

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушиваний 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 А–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

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

Speaker B

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

Speaker C

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

Speaker D

I have a pen pal, Katya, who lives in the Siberian city of Novosibirsk. We go for old fashioned “snail mail” because somehow it is more exciting receiving a letter than an email. It is

more personal holding and reading some pages over which my friend has worked so hard. And it is hard for her — but she is determined to conquer English and her letters get more fluent and accurate every time.

Speaker E

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

Speaker F

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

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

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

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

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, т.е. 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.

Now we are ready to start.

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

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

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

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

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

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

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

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

Katie: I get the picture. Go on.

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

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

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

Katie: What do you mean?

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

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

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

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

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

Задания 3–9

Вы услышите рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

The Academic Ladder

An increasing number of American children begin their academic life in a pre-school program prior to entering elementary school at ages 5 or 6. Pre-school was aimed at children from disadvantaged homes at first, but now growing numbers of families see the program as a way of giving their children an academic advantage.

American children are required to attend school between ages 6 to 17 or 18. State attendance laws vary. They can meet this requirement by attending public or private schools, or they may be taught at home. Each program is certified by the state, and each is evaluated by student performance on standardized tests. Elementary school covers grades 1–6, though some schools refer to grades 4–6 as middle school. Junior high school refers to grades 7–9, and senior high school to grades 10–12. These grade divisions can vary. They may be based on educational philosophy or they may be just related to the school facilities available at a particular time and place.

Students go on to higher education after high school according to their interest, the universities assessment of their ability, and their families' ability to finance it. Students with outstanding academic, musical or athletic ability may be awarded scholarships; and students may apply for government or private loans.

Each state supports a small number of 4-year colleges and a larger number of 2-year community colleges. Community colleges may offer diplomas for 2-year occupational curricula,

and they also serve as feeders to the 4-year colleges, offering the general education courses that would be required there.

Four-year colleges and universities provide degree programs required for a professional career, certified by a Bachelor's Degree. Degree programs include a general education component required of all students, a major field of study, and a minor — generally a related or supplementary — field of study. Majors in business, for example, may take a minor in international affairs if they're interested in international business.

The Bachelor Degree is the minimal credential needed for entry into a profession. A Bachelor of Science in Education (BSE), for example, is required of everyone entering the teaching profession. Those who seek additional credentials needed for upward mobility in their profession go on to study for degrees in graduate school, any level higher than the 4-year Bachelor's Degree.

A Master's Degree is generally the next degree earned. It focuses on an academic or professional specialty, generally requiring a written thesis covering original research. Requirements vary, but many master's programs require 30 hours of additional course work.

Some universities allow doctoral students to skip the master's degree and pursue advanced studies leading to their doctorate (Ph.D). A doctorate degree certifies a level of academic competence that allows one full membership and elite status in their chosen profession.

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 прослушиваний 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

Susie and I collect and buy each other models of frogs! It all started as a silly joke at the office party, but now we are serious collectors. I've been trying to find an interesting one for her birthday but it is not easy. She (that is we) have so many now. They are made from clay, porcelain, wood, plastic and even soap and wax. Some are the size of footballs and others the size of a match head. I am hoping to get a Japanese netsuke that I have seen on eBay.

Speaker B

Most people think fishermen are mad — getting up at an unspeakable hour to be by a lake or a river bank: To remain there for untold hours regardless of weather whilst, for the most part, absolutely nothing happens! I understand their incredulity completely. But the truth is that I find fishing the perfect way to deal with my stress levels. When I am fishing it is as if my mind gradually empties. When I get back home I feel as if I have been away for months.

Speaker C

I wish I had a hobby. I kind of like everything but I am not really fascinated by anything in particular. Dad drives a taxi. He says all the drivers have hobbies as they often get hours of waiting between jobs. Some play golf. Others have chess games, or learn languages or teach themselves guitar. I would like to have something like that. But what? I suppose there is nothing wrong with finding everything mildly interesting, but I hope one day I'll find something really distracting.

Speaker D

Football training is usually on a Wednesday night. But I often do a second session on a Friday. The keenest players (rather than the most gifted) generally get picked to start the game

in our Sunday league. Taking this into account I made a superhuman effort to get there Friday evening and I am glad I did. The scout for Aston Villa was there. He watched a whole game and Baz and I are both going to Villa Park for a trial.

Speaker E

Evan Zimmermann loves watches. He's so passionate about collecting watches, in fact, that four years ago he quit his day job as a lawyer and became the managing director of New York's "Antiquorum", the largest watch auction house in the world. Now, immersed in the world of watches, Zimmermann, 40, can keep an eager eye on rare timepieces as they become available to add to his constantly evolving personal collection.

Speaker F

I live in Brighton where there is rarely any decent surf. But it has not stopped the development of a local "scene". Of course we are all mad; watching surf cams day after day hoping to see some waves. We pine for our holidays when we can travel away to some decent surf location, for a week or two. But for the most part we dream, torture ourselves watching surf videos or create sad web sites like www.nosurfinbrighton.co.uk

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.

Victor. Which person in history would you most have liked to be?

Anna. Victor — I am trying to watch TV!

Victor. Yes you are watching "Who wants to be a millionaire" which means that actually you are completely bored and need stimulating discussion.

Anna. I like this programme. The questions are interesting. It's you who are bored. Why don't you go and read a book or get on with that wretched history essay you've been writing. What is it — "On social reform in the middle nineteenth century?" It sounds as interesting as watching paint drying!

Victor. The essay, I admit, is rather boring. There are too many laws, acts and committees and not enough action in these years. But there were some remarkable individuals at that time. Florence Nightingale for example — would you like to have been her? I can tell you she lived a long life — 90 years I think- and was respected and honoured in her life time.

Anna. I know about Nightingale. She was an aristocrat, wasn't she? Her rich family tried to stop her from becoming a nurse and going to war. What was the nickname they gave her?

Victor. She was known as "The Lady of the Lamp" because she moved among the sick and wounded carrying a lamp. The soldiers thought she was like an angel.

Anna. Enough already! I'm watching TV!

Victor. Her work changed everything in respect to hygiene and sanitation. Her birthday, the 12th of May, is International Nurses Day and all new nurses take the "Nightingale Pledge".

Anna. No.

Victor. What do you mean "No"?

Anna. No I wouldn't have wanted to be Florence Nightingale — although of course I admire her. I wouldn't want to have spent my life among the sick and injured. I'm just not that kind of person. Also she had so much opposition from men who thought women were only fit to be wives and mothers. To be honest, I'm perfectly happy being me.

Victor. Cleopatra? Jane Austen, Nancy Astor, Billie Holiday, Coco Chanel?

Anna. Nancy Astor's certainly one of my all time heroines and role models. She was clever and funny; the first woman MP and so important in the fight for women's equality. She said "We are not asking for superiority for we have always had that — all we seek is equality."

Victor. Yes. I see. So you would have liked to have been Nancy, wouldn't you?

Anna. What I would like, brother dear, is to watch my TV programme. Ah — look it's finishing now!

Victor. And my programme is on next — "Top Gear"

Anna. I think you'll be remembered by history as — Victor the Annoying.

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 рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Language and Me

Language has always been a struggle. When I was a very young child, my father was working on his dissertation at Yale University. My mother worked to earn a living while he climbed the academic ladder. That left me with a Negro maid for a companion. Everyone was too busy to talk, so I grew up largely without language or, at most, its very basics: an angry rebuke here, a grunt there. My brother, two years older, might have made an effort, but he was in elementary school and thought I was too dumb to spend time with. I grew to be five years old, talking very little and very badly. These are the years in which the cells that wire the brain for language are most active, and less so thereafter.

Boys develop language later than girls, so that added another burden as I struggled through primary school. By the time I was beginning to make progress, the family moved to another part of the country that had a very different dialect, as well as some odd social customs that led me to avoid conversation. I remember trying to speak like they did by saying. "Yes, sir" and "Yes, ma-am", when before I'd answered adults with a polite "Yes" and "No". Then in my effort to use the new tongue I made a fatal mistake. I violated regional customs by saying "Yes, ma-am" to a black woman, bringing ridicule and contempt on myself by unforgiving classmates. Thereafter I decided to remain mostly mute.

In secondary school, I was a good enough student, but lazy and satisfied with B grades. I didn't have the language skills, nor did I come from the right part of the country to feel comfortable talking to girls. Instead I drew attention to myself in sports and mathematics. I could work math problems faster than the instructor, which brought me certain fame; and I played basketball better than most at that school.

As I approached my senior year, my parents decided to do something about my verbal poverty, neglected for so long, by insisting that I enroll in a course in Latin. By that time I was old enough to rebel, so I enrolled like a good son and failed without a second thought.

Skill in math, athletic ability, and the fact that my father was a professor who passed on to me and my brother good, textbook English, earned me an appointment to the US Naval Academy. At that time the course of study was the same for everyone, Electrical Engineering, with one exception: foreign language. We could choose the language we wanted to study. But a problem remained: how would I, with my lack of verbal skill, compete with those who had studied three years of French in high school, four years of Spanish, or two of German? The solution became obvious when I saw the list of choices. I would take Russian and be assured of a level playing field. Had there been Chinese or Swahili on the list, the choice might have taken longer.

Russian language studies at the Naval Academy opened new worlds. Little need be said about the quality of instruction, which was designed solely to produce junior naval officers with useful skills. Instruction consisted of memorizing pages of technical vocabulary that might be used in talking to a Russian pilot who boarded to guide the ship to port, ordering supplies from Russian merchants, joining Russian officers on maneuvers, etc. I left the language program not knowing the Russian words for horse, or grass, or even green.

But it wasn't fatal. For studying the language led to a study of Russian history and literature which immediately became a passion. What a world Pushkin and Tolstoy, Dostoevsky and Chekhov, and many, many others opened to an American student who had been fed nothing but anti-Soviet propaganda since the end of World War II (the Great Patriotic War)! In time, the fragile balance between studying naval boilers and Russian life couldn't last. I left the Naval Academy in the third year of study to begin an academic career that focused on Russian History and World Civilization.

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

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушиваний 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.

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Now we are ready to start.

Speaker A

The pay is terrible and the hours are long but at least I have a job. I must admit that I hadn't planned to work in a factory making cardboard boxes and other packaging. But on the positive side I am a management trainee. I will only have to work on the factory machines for six months to get experience but then I'll go to the design department, the sales department, accounting and so on — until I understand every aspect of the business. The owner says that if I work hard I stand a good chance of being a departmental manager within three years.

Speaker B

We are enjoying our gap year. Just three girls on a big year long round-the-world adventure. Luckily we managed to find jobs in most places we travelled to. We've been waitresses, farm workers, cleaners and once wore costumes advertising a toy shop! We feel quite proud actually. But we did hit some problems — particularly in South America — where there was a lot of disapproval about what we were doing. Probably they thought we should be married and keeping home for clever and successful husbands!

Speaker C

When I started modern literature at Sussex University I somehow managed to fall out with my tutor on the "Modern European Mind" module. I am not sure how it happened but the early tutorials were frosty to say the least. Then, mid-term, I presented a paper on Thomas Mann. He loved it! After he returned my paper he asked to meet me and we spent two happy, animated hours discussing the short stories and novellas. We are hardly best friends but the atmosphere in tutorials is a 100% better.

Speaker D

I can't say I enjoyed my school days very much. In my opinion it was far too strict. I also felt that I was forced to study too many subjects and ended up taking several GCSEs in subjects

of little interest to me. But I am off to university now and I am not looking back over my shoulder. No more noisy classrooms and compulsory PE, no more memorising the rainfall graphs for Venezuela and the fascinating (yawn) politics of Jacobean England. I am off to make a new start and will begin learning what I need to know, to be the person I want to be.

Speaker E

Living in a hall of residence is not too bad. The people who live on our corridor have become a little community. We often cook and socialise together. It's pretty comfortable in my bedroom, if a bit small. The woods at the back are beautiful, especially now that it is autumn, and make up for horrid green paint with which the walls are painted. Of course the walls are thin and it can be a bit noisy studying there. But I prefer to work in the library so it is not a problem.

Speaker F

I thought I had been robbed. My wallet was gone with just about all the money I currently have. I reported it of course to the Campus administrator and Dad kindly offered to send some money to help me out until the end of term. I was even briefly jealous of my friends who are now earning a salary rather than going to university. But the great news is that I have found my wallet and truth be told, my room is so untidy that I wasn't entirely surprised. I wonder if I should give my Dad a call...

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, т.е. 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.

Now we are ready to start.

Rosalind: David, listen to this! We're going to host an exchange student this year! Her name's Elena Yakunina. She's from Bulgaria.

David: Elena Yakunina? That sounds Russian. I once had a pen-pal from Russia with the same last name!

Rosalind: Her family was Russian. Her grandfather's parents went to Bulgaria during the Russian Civil War. They were Ukrainian. Oh, this is all so exciting!

David: I hope she speaks English. It will be a long year if she doesn't.

Rosalind: She probably speaks better than we do. Her dad's a chemist, but her mom teaches English.

David: I'll bet she's read a lot about America. What do you know about Bulgaria?

Rosalind: Not much. But I'm on my way to the library to check out some books. Dad's even ordered some language books. We're going to practice at home.

David: That should be a riot!

Rosalind: And mom's learning to cook some Bulgarian dishes.

David: Won't that be a nice cultural experience! Feeding Bulgarian food to a Bulgarian! Where'd you find out about the program?

Rosalind: Mrs. Young, our French teacher, invited a lady from American Field Services to talk to our language class. She told us we could get more information from the Student Exchange Resource Center on the internet.

David: How'd your parents feel about hosting a foreign student?

Rosalind: They had to think about it for awhile, but then they got excited, too. The AFS lady came by to talk to us, and then we made arrangements for the new student at school.

David: I wonder what my parents would think about hosting a foreign student.

Rosalind: Who knows? They might prefer to send you off to some far-away country.

David: Timbuktu would be fun.

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 рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

A difficult client

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

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

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

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

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

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

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

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

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

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

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.

ВАРИАНТ 4

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушиваний 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

My Dad always says that the weather was different when he was young. The skies were often blue from horizon to horizon, not always cloudy like now. The English summers were long and warm and in winter there would be decent snow — especially in January and February. He says that this has convinced him that climate change is real. But I'm not sure. Maybe he just remembers the best days of his childhood and conveniently forgets the horrid days.

Speaker B

The difference between weather and climate is simply time. The weather is what is happening outside right now and the climate is how the atmosphere behaves over relatively long periods of time. I think people talk too casually about climate change. The climate has always been changing since the world was formed. What is important is how we protect the planet as much as possible from the ravages of pollution. But the climate will continue to change regardless.

Speaker C

Moonbows are rare. They occur when the moon is full but low in the sky and its rays refract through the spray from waterfalls. Haloes are rings formed around the sun when ice crystals refract light in the upper atmosphere. The bright areas in the arcs are called sundogs. But most dramatic of all are fire rainbows when the sun shines through ice crystals held in high altitude clouds. People, who are lucky to see this, say that the look is unforgettable. It is a great disappointment to me that I haven't seen it — but I live in hope.

Speaker D

What happens outside this week or next week has nothing to do with the role of humans in causing climate change. It is professionally irresponsible for scientists to accuse human factor in

poor weather forecasts. Any weather and all weather patterns can “fit” long term predictions for climate change. What is needed is less frightening headline statements that frighten everyone to death and more serious study of long term records.

Speaker E

The US Environmental Protection agency has an interesting website www.epa.gov/climatechange/kids. It supports the view that the rate of unnatural climate change can be reduced by positive action. It challenges the idea that as individuals we are powerless to help our planet. In fact the site demonstrates that if we all individually change our lives just in small ways, it could make a very big difference to our planet.

Speaker F

In England, when it rains hard, we often say that it's raining “cats and dogs”. But actually there have been many cases of so called “non-aqueous rain” — usually where birds or fish fall like rain. In 1939 in Wiltshire, England, there was a shower of frogs and in 1983, in Dorset, lumps of coal fell from the sky. There are different opinions as to why this happens but as far as I know, so far, no actual cats or dogs fell from the sky!

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, т.е. 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.

Now we are ready to start.

David: Anna, if you are interested, I'm going to make a visit to my old school next Saturday. Would you like to come?

Anna: Why on earth would I want to visit your old school?

David: Because I know you're studying the Tudors at the moment — Henry VIII and the reformation — right?

Anna: Yes, and so?

David: Well, I went to school at a place called Kimbolton, in Cambridgeshire. It's about one hour drive from here if the traffic isn't too bad.

Anna: And the connection with Henry VIII is...?

David: Henry VIII had six wives — but arguably the most important one historically was Katherine of Aragon, his first wife.

Anna: That's right. Because he wanted a son to be King after him and he only had a daughter — Mary. He divorced Katherine because she was past child bearing age and he needed to marry again to have a son. The Catholic Pope refused to give him a divorce, so Henry broke away from the Catholic Church, destroyed all the monasteries and steered England towards the protestant church. What on earth has this got to do with your school?

David: When Henry separated from Katherine and married Anne Boleyn — he sent Katherine to a castle — in Kimbolton.

Anna: You're joking?

David: The headmaster's office is in the room that was formerly her bedroom. She lived there until she died. After her death her coffin was carried to London — about 60 miles — and people lined the route all the way to say goodbye to her. When I was at school there were plenty of stories about her ghost that still walks the corridors of Kimbolton Castle.

Anna: Is it open to the public then?

David: No, I'm afraid it isn't. But because I went to school I can go back on special school reunion days. They're called "Old Kimboltonian Days". And I can take a guest. There will be a tour. Probably we'll see a game of cricket in the afternoon and in the evening there will be a dinner dance. What do you say?

Anna: I'm not sure. On Sunday I'm going to Brighton for the day and will need to get up early. Can I think about it? I'll let you know by tomorrow.

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 рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Traditional Beliefs and Superstitions

There are many unusual traditional beliefs concerning house and home. For the most part they are now recorded in folk history books and not really followed or seriously believed in today. But there are still a few, mostly older people, who continue the old traditions of their ancestors. Here are a few that I've heard about.

A common superstition is the belief that houses can be friendly or hostile, lucky or unlucky. There are fortunately many remedies to "correct" a house with negative qualities. The front door is a good starting place! It's a sensible place to spread good luck as this is the main point of entry. All manner of statues, symbols, etc. have been used for this job. Probably the most common is a horseshoe — with the points upwards to stop the luck from running out.

And there are plenty of sayings about doors. It is apparently unlucky to enter the house for the first time by the back door, as this entrance isn't protected against evil spirits. Also that you should encourage visitors to leave by the same door they came in to avoid taking the owner's luck with them! If a door blows open, a visitor is coming and so on and so forth.

There are plenty of superstitions about cooking as well. When any food is mixed it should be stirred clockwise, as all functions of importance should be performed in an east to west direction. You should also never leave a tray in the oven when it's not in use. I have no idea why!

Some of these old beliefs, however, are quite practical. For example, one saying states you should never waste leftover morsels of pastry or dough from making bread or cakes, or the whole baking will be ruined. Although some others defy all logic: for example, if you drop a slice of buttered bread, butter side up — a visitor will arrive.

There are lots of old beliefs concerning salt. The Ancient Greeks believed that salt was sacred and consequently used it in their sacrificial cakes and preparations. They also believed it to be a symbol of friendship, and if any was spilled, it was an omen of the end of the friendship. Among some peoples it was the custom to pay workers in amounts of salt, hence our modern word salary, from salarium.

There are also plenty of beliefs about tea. Never stir the teapot anti-clockwise or you will stir up a quarrel. If two women pour from the same pot, one of them will have a baby within a year. There is also widespread belief in "reading the tea-leaves" to predict the future. I believe if you stir the tea twice and wait 5 minutes, you'll get a decent brew!

According to tradition you should be very cautious around mirrors: to break one will result in seven years bad luck. This belief might originate with prehistoric peoples, who, on seeing their image reflected in water, believed it represented their soul. Should anything disturb this image then his own life was in danger.

There are plenty of old traditions that seem to me plain daft. For example — do not sing in the bath as this will lead to sorrow before evening; get out of bed the right side but, if you can't avoid it, put your right sock and shoe on first — and never, never ever put a hat on the bed!

As for me, I like singing in the bath and will continue to take the risk.

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 прослушиваний 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

We don't really go to Church. Unless there is a wedding, Christening or funeral we go a maximum of three times a year — Christmas, Easter and Harvest Festival. Harvest Festival, usually at the end of September, is my favourite. I think mainly because it reminds me of school and my childhood. I loved the Hymns we sang and the church looked so pretty filled with flowers and vegetables. After the Church service, all the vegetables and other products given to the church were taken to the village hall. They were then sold by auction with all the profits going to charity.

Speaker B

Everybody loves Easter! You don't need to be religious — you just need to love chocolate. Throughout the year I have to be careful about eating too much chocolate. The occasional treat is OK but in general I have quite a healthy diet. But for one long weekend a year — all restrictions are abandoned. We have traditional chocolate but each year on Easter I look for something unusual — a chocolate lorry or space rocket! Usually they are hollow but filled with chocolate sweets, tiny Easter eggs or chocolate toys. I feel pretty ill by the end of the weekend but it is worth it.

Speaker C

I like Shrove Tuesday — an important Christian festival that occurs every year 47 days before Easter Sunday. Shrove Tuesday is traditionally the last day before Lent — a 40 day period of eating restrictions celebrating Christ's journey through the desert. In the UK — this is celebrated by eating lots of pancakes — a last treat before 40 days of strict diet and denial. Does this mean that I am a very religious person? Not really. I am afraid, like nearly everybody else in the UK, I simply adore pancakes!

Speaker D

Hot Cross Buns are sweet spiced buns filled with currants and marked on top with a cross. During the reign of Henry VIII an attempt was made to ban the buns! This is because it was believed that they were baked using the same dough as was used in making communion wafers or communion bread. These wafers were a part of the Catholic Church Service which at that time was illegal in England. The problem was that buns were too popular to ban them, so Elizabeth I eventually passed a law making them legal — but only at Easter and Christmas.

Speaker E

After Harvest Festival each year we'd take the vegetables, pies and cooked meats to the Village Hall to sell them in an auction. This was great fun because it was not treated seriously. The highest prices were traditionally bid for a can of soup or a strangely shaped vegetable. Nobody really cared because all the money raised was sent to charities like OXFAM — a charity dedicated to fighting poverty and injustice and giving aid in times of famine or natural disaster.

Speaker F

Lots of people celebrate Lent every year but not all of them for religious reasons. The fact is that it is good for you to “detoxify” your body each year. This means to live for a period without eating toxins or poisons that harm our bodies over time. So for 40 days I don't touch coffee, processed foods (with all their chemicals), fatty and salty foods and red meat. It's my personal choice. I also eat only organic (or naturally farmed) foods as these also tend to be free of harmful toxins. It is quite hard for the first days but after 40 days I feel great, like a superwoman!

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, т.е. 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.

Now we are ready to start.

Victor. Hi, Anna. Have you registered yet?

Anna. Yes, I've just seen my adviser and I'm through. It's easy now we register by computer. How about you?

Victor. Almost, but I don't know who to take for history. I'm thinking about Dr. Smith. I hear he's easy. Who'd you have for history?

Anna. Oh, Victor, take Dr. Jones. She's terrific! I used to hate history, but I loved her course.

Victor. I hear she's hard.

Anna. She knows that's what students think. She told us *she's* not hard, it's *understanding history* that's hard.

Victor. So what's her course like?

Anna. Well, it's not memorizing names and dates! She wants you to understand the processes that shape human communities so we can understand how the world got to be the way it is today.

Victor. Good Lord! What are her tests like?

Anna. There's a test at the end of each unit, but before she begins a unit she hands out a review sheet with everything she might test on. She won't ask any question on the test that's not covered on the review sheet.

Victor. Hey, piece of cake!

Anna. Think so? One of the questions was "Explain how the process of industrialization differed in any two of the following countries: England, the United States, Germany, Russia."

Victor. I'm not believing this! How'd she expect you to answer a question like that?

Anna. She spent a week talking about the process of industrialization in general. Then we spent a week in class applying that to the process of industrialization in England. After that she expected the class to take the initiative in analyzing the process in the other countries. By the time we'd gone through that, we could have explained what the Fiji Islands had to do in order to industrialize! And notice, Victor, whichever country we chose to write about on the exam, we had to pick the important names and dates from that country's history.

Victor. Seems to me that's expecting a lot.

Anna. Well, she said once, I don't expect you to know everything; but I do expect you to know something.

Victor. Were the tests objective or essay?

Anna. The unit tests were mixed. There were some names, dates, and geographical locations tested with objective questions, but every unit exam had an essay question.

Victor. Did she count spelling and grammar and all that in the grade?

Anna. Yes, she said this is higher education and we're expected to know how to write and spell.

Victor. Well, Anna, you've convinced me. I'm taking Dr. Smith for history.

Anna. Victor!

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 рассказ. В заданиях 3–9 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

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

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

On the technical and logistical side all had been going really well. We got the best possible guide — Farid. He has been up early every morning to queue for a jeep and also to book the best routes. Without him we would be limited to the giant canters (big trucks) that haul round large numbers of regular tourists. Also the cameras have been operating well. We knew in advance that the dust would be a serious problem and we have been rotating cameras via fleece lined bags that keep out dust and protect them from the harsh sun.

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

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

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

Afterwards we celebrated like mad, showed our photos to the group and received warm congratulations from everyone on shooting our first tiger.

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

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

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

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.

КЛЮЧИ К ЗАДАНИЯМ

№ задания	Ответ
ВАРИАНТ 1	
Раздел 1. Аудирование	
1	475123
2	2312321
3	2
4	3
5	1
6	3
7	2
8	1
9	1
Раздел 2. Чтение	
10	8465132
11	126735
12	2
13	4
14	4
15	3
16	2
17	1
18	4
Раздел 3. Грамматика и лексика	
19	hasbeenrecorded
20	these
21	Walking
22	paid
23	biggest
24	my
25	Worst
26	information
27	comparatively
28	different
29	appropriately
30	initiative
31	education

№ задания	Ответ
32	1
33	2
34	2
35	1
36	3
37	2
38	2
ВАРИАНТ 2	
Раздел 1. Аудирование	
1	564731
2	1212133
3	3
4	2
5	3
6	3
7	1
8	1
9	3
Раздел 2. Чтение	
10	5267138
11	751423
12	1
13	4
14	3
15	2
16	3
17	3
18	2
Раздел 3. Грамматика и лексика	
19	best
20	willlove
21	arelocated
22	activities
23	surrounding
24	arescheduled
25	our

Продолжение табл.

№ задания	Ответ
26	establishment
27	achievements
28	scientific
29	Originally
30	equipment
31	traditionally
32	3
33	2
34	4
35	1
36	3
37	2
38	4
ВАРИАНТ 3	
Раздел 1. Аудирование	
1	423546
2	2311213
3	1
4	2
5	1
6	3
7	1
8	2
9	3
Раздел 2. Чтение	
10	6287435
11	315742
12	3
13	4
14	4
15	2
16	3
17	1
18	2
Раздел 3. Грамматика и лексика	
19	them
20	based
21	hadpromissed

№ задания	Ответ
22	helps
23	mostpopular
24	isset
25	arepresented
26	enjoyable
27	protection
28	preservation
29	government
30	visitors
31	especially
32	4
33	2
34	1
35	4
36	2
37	3
38	2
ВАРИАНТ 4	
Раздел 1. Аудирование	
1	572431
2	3223131
3	3
4	3
5	2
6	1
7	2
8	1
9	1
Раздел 2. Чтение	
10	6834152
11	724615
12	3
13	4
14	2
15	1

Продолжение табл.

№ задания	Ответ
16	4
17	3
18	1
Раздел 3. Грамматика и лексика	
19	hasbeeneducating
20	aged
21	to relax
22	will have/have
23	their
24	is
25	are not/aren't included
26	greatness
27	adventurous
28	surprisingly
29	visitors
30	attractions
31	reality
32	2
33	4
34	1
35	2
36	3
37	4
38	1
ВАРИАНТ 5	
Раздел 1. Аудирование	
1	354672
2	2123311
3	2
4	3
5	2
6	3
7	1
8	2
9	1

№ задания	Ответ
Раздел 2. Чтение	
10	7385641
11	725614
12	3
13	4
14	4
15	2
16	1
17	3
18	3
Раздел 3. Грамматика и лексика	
19	was
20	twentieth
21	paid
22	came
23	wasswimming
24	hasrealised
25	isfinished
26	absolutely
27	impossible
28	unpredictable
29	wonderful
30	counter
31	disagree
32	3
33	1
34	2
35	4
36	1
37	2
38	4

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