

Е.С. Маркова, К.С. Махмурян, Е.Н. Соловова,
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АНГЛИЙСКИЙ ЯЗЫК



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ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ

- Задания к разделам
 - аудирование
 - чтение
 - грамматика и лексика
 - письмо
 - говорение
- Тексты к аудиозаписям
- Ответы ко всем заданиям
- Критерии оценивания
- Компакт-диск с текстами для аудирования



ЦЕНТР
ЕЛЕНЫ
СОЛОВОВОЙ
ENGLISH



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Toni Hull

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ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ

*Рекомендовано Московским центром качества образования
для подготовки учащихся к государственной итоговой аттестации*

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- аудирование*
- чтение*
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с текстами для аудирования

**Центр изучения английского языка
Елены Солововой**

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Данное пособие ориентировано на подготовку учащихся для успешной сдачи экзамена по английскому языку за курс основной школы (ГИА).

Предлагаемое пособие содержит информацию о структуре и содержании ГИА по английскому языку: демонстрационный вариант экзаменационной работы.

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

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 ГИА, определить сильные и слабые стороны своей подготовки.

Пособие предназначено учителям английского языка и методистам, учащимся 8–9 классов школ и всем тем, кто готовит и готовится к ГИА по английскому языку.

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Пояснительная записка

Данная книга является второй в серии учебных пособий по подготовке к государственной (итоговой) аттестации (в новой форме) по английскому языку учащихся IX классов, освоивших основные общеобразовательные программы основного общего образования.

В книге представлены демоверсия государственной (итоговой) аттестации (в новой форме), а также предлагаются 5 полных вариантов экзамена в формате ГИА, тексты аудиозаписей, карточки для экзаменаторов — собеседников и ответы к тестовой части вариантов заданий.

Структура тестов соответствует проекту спецификации и демоверсии ГИА. Тематика, проблематика, языковое и речевое наполнение тестовых заданий отобраны в полном соответствии с кодификатором ГИА. Согласно демоверсии письменная и устная части экзамена представлены в разных разделах пособия. В отличие от демонстрационной версии карточки собеседника задания С3, где проверяемые умения предполагается варьировать в соответствии с тематикой каждого задания, в пособии перечислены умения, которые должны проверяться в диалогах подобного вида независимо от тематики.

Предложенные варианты тестов желательно выполнять в режиме реального времени ГИА для достижения оптимальных результатов во время государственного экзамена.

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 ГИА, определить сильные и слабые стороны своей подготовки.

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

ЖЕЛАЕМ УСПЕХА!

**Демонстрационный вариант
контрольных измерительных материалов
для проведения
государственной (итоговой) аттестации (в новой форме)
по АНГЛИЙСКОМУ ЯЗЫКУ обучающихся,
освоивших основные общеобразовательные программы
основного общего образования**

ПИСЬМЕННАЯ ЧАСТЬ

Пояснения к демонстрационному варианту экзаменационной работы

При ознакомлении с демонстрационным вариантом (письменная часть) следует иметь в виду, что задания, включённые в демонстрационный вариант, не отражают всех элементов содержания, которые будут проверяться с помощью вариантов КИМ. Полный перечень элементов содержания, которые могут контролироваться на экзамене, приведён в кодификаторе элементов содержания экзаменационной работы для выпускников IX классов общеобразовательных учреждений по английскому языку, размещённом на сайте: www.fipi.ru.

Демонстрационный вариант предназначен для того, чтобы дать возможность любому участнику экзамена и широкой общественности составить представление о структуре экзаменационной работы, числе и форме заданий, а также об их уровне сложности. Приведённые критерии оценивания выполнения заданий с развёрнутым ответом, включённые в демонстрационный вариант экзаменационной работы, позволят составить представление о требованиях к полноте и правильности записи развёрнутого ответа.

Эти сведения дают выпускникам возможность выработать стратегию подготовки к сдаче экзамена по английскому языку.

**ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ
КОНТРОЛЬНЫХ ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ
ДЛЯ ПРОВЕДЕНИЯ
ГОСУДАРСТВЕННОЙ (ИТОГОВОЙ) АТТЕСТАЦИИ (В НОВОЙ ФОРМЕ)
ПО АНГЛИЙСКОМУ ЯЗЫКУ ОБУЧАЮЩИХСЯ,
ОСВОИВШИХ ОСНОВНЫЕ ОБЩЕОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ
ОСНОВНОГО ОБЩЕГО ОБРАЗОВАНИЯ**

ПИСЬМЕННАЯ ЧАСТЬ

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

Письменная часть экзаменационной работы по английскому языку состоит из четырех разделов, включающих 33 задания.

В разделе 1 (задания по аудированию) предлагается прослушать несколько текстов и выполнить 8 заданий на понимание прослушанных текстов. Рекомендуемое время на выполнение данного раздела — 30 минут.

Раздел 2 (задания по чтению) включает 9 заданий на понимание прочитанных текстов. Рекомендуемое время на выполнение заданий раздела — 30 минут.

Раздел 3 (задания по грамматике и лексике) состоит из 15 заданий. Рекомендуемое время на выполнение раздела — 30 минут.

В разделе 4 (задание по письму) дано 1 задание, предлагающее написать личное письмо. Рекомендуемое время на выполнение — 30 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны.

На выполнение письменной части экзаменационной работы отводится 120 мин.

Желаем успеха!

ПИСЬМЕННАЯ ЧАСТЬ

Раздел 1. Аудирование

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5** только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B1**
1. In a café
 2. In a shop
 3. In the cinema
 4. In the airport
 5. In a library

Диалог	A	B	C	D
Место действия				

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **A–E** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6** только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B2**
1. The speaker says what language he/she wants to learn and why.
 2. The speaker talks about language education in his/her country.
 3. The speaker explains what language he/she finds difficult to learn.
 4. The speaker explains how to learn a foreign language quickly.
 5. The speaker talks about the most popular language in the world.
 6. The speaker explains how to teach a foreign language to children.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите разговор двух друзей. В заданиях **A1–A6** обведите цифру **1, 2 или 3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A1** Sally said that
- 1) three people were injured in the accident.
 - 2) three vehicles were damaged in the accident.
 - 3) the bus was damaged in the accident.

- A2** At the time of the accident Sally was
- 1) in one of the cars.
 - 2) in a city bus.
 - 3) crossing the road.
- A3** The accident happened when Sally was going
- 1) to her morning class.
 - 2) home after school.
 - 3) to the city centre.
- A4** When Sally told her classmates about the accident, they felt
- 1) scared.
 - 2) indifferent.
 - 3) curious.
- A5** Sally says that the accident happened because
- 1) the weather conditions were bad.
 - 2) one of the drivers was talking on the phone.
 - 3) one of the drivers was driving too fast.
- A6** Sally thinks that drivers should be punished if while driving they
- 1) smoke.
 - 2) listen to music.
 - 3) talk to passengers.

Раздел 2. Чтение

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами А–Г. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

B3

1. The history of the name
 2. Pumpkin: brief facts
 3. Cooking with pumpkin
 4. The autumn celebrity fruit
 5. Pumpkin recipes
 6. Pumpkin's magical popularity
 7. Growing a pumpkin
 8. Pumpkin in the learning process
-
- A. The pumpkin is a large round fruit with a thick orange skin and large seeds. Pumpkins are 90% water but they contain potassium and vitamin A. Six of seven continents can grow pumpkins. Pumpkins symbolize the colours and the spirit of the autumn. Lots of movies were made with pumpkin and Halloween themes.
 - B. It's believed that pumpkins come from North America. Native American Indians ate pumpkins for centuries before the Europeans discovered the fruit. In European languages the word "pumpkin" originated from the Greek word for "large melon" which is "pepon." "Pepon" was changed by the French into "pompon." The English changed "pompon" to "pumpion."
 - C. In the United States, pumpkins go hand in hand with the autumn holidays of Thanksgiving and Halloween. On almost every Thanksgiving table there is the customary *Pumpkin Pie*. Pumpkins are carved into decorated lanterns for Halloween. The pumpkin is also one of the important symbols of the harvest festivals and has been an American favourite for over 400 years now.
 - D. In the USA, the pumpkin is a very popular Thanksgiving dish. We don't know for sure whether the pumpkin was at the very first Thanksgiving dinner but it was used in all traditional meals long before the arrival of the Europeans. Most parts of the pumpkin are suitable for eating, including the shell, the seeds, the leaves, and even the flowers. When ripe, the pumpkin can be boiled, baked, steamed or roasted.
 - E. The pumpkin is a warm-season fruit. If you want to have a nice pumpkin for Halloween, plant the seeds from late May in northern regions to early July in southern regions. Pumpkins can be harvested whenever they are a deep, solid colour (orange for most varieties) and the coat is hard. Cut off pumpkins carefully and leave 3 to 4 inches of stem attached.
 - F. The pumpkin is a real October icon — the fruit of the month. It's also popular as an available, inexpensive material for some wonderful classroom activities! Its size, colour, smell and taste make it perfect for observation and exploration. Working in groups students can search, suggest, predict and estimate the number of seeds in a set of pumpkins.

G. For centuries the pumpkin has been popular with wizards, witches and fairies. Maybe that's why it is celebrated in so many festivals, folklore and fiction. People make jack-o'-lanterns at Halloween in the USA. In European and American fairy-tales witches often turn people into pumpkins. Even in modern the *Harry Potter* novels pumpkin juice is the favourite drink of the students of Hogwart's school.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведённых утверждений A7–A14 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).

The koala is a small bear-like animal that looks like a soft toy. The animal is cute and non-aggressive, but it's difficult to see a koala in the Zoo and no one ever keeps them as pets. Why is it so?

The main reason why people shouldn't try to take koalas out from their natural home is their diet. It's a strict diet of eucalyptus leaves as koalas practically never eat anything else. In Australia there are over 600 types of eucalyptus, but koalas eat only 40–50 varieties with only about 10 being preferred. And even if you find the koala's most favourite tree and plant it in your backyard, you won't be able to supply your koala-pet with food anyway. The thing is that koalas eat only fresh young leaves, and the tree has few of them. So, to keep a koala happy and healthy, you would have to plant about 100 eucalyptus trees!

It's difficult to explain why koalas love eucalyptus leaves so much. The leaves are tough and feel like rubber. They have very few calories and they are poisonous to most animals. Koalas, however, cope with such a diet easily. Nature has equipped them with specialised adaptations. Each koala eats approximately 200 to 500 grams of leaves per day. They are very slow eaters and they manage to get the maximum amount of energy from such a small amount of food. They also sleep for up to 18 hours per day in order to conserve energy.

Koalas spend all their lives on eucalyptus trees and they don't have any need to leave them. Normally the animals don't drink water as they receive it from the leaves. For this reason the koala got its name from an ancient Aboriginal word meaning "no drink".

Koalas live in societies, just like humans, so they need to be able to come into contact with other koalas. They live in suitable eucalyptus forests which are large enough to support a healthy koala population and to allow for expansion by maturing young koalas. In spite of their peaceful and sleepy look, koalas are highly territorial animals and don't allow strangers to approach their "home trees" and "food trees".

A female koala gives birth to only one baby in one or two years. It's hairless, blind and very little — about 2 cms long! It gets into the mother's pouch — a special pocket of skin on the stomach — and stays there for six or seven months. Then it gets out of the pouch but stays with the mother until it's about one year old. Koalas are slow-breeding animals and their population can't grow fast. The animals were in danger of extinction at the beginning of the 20th century when the koala was hunted for its fur. Fortunately, the population has been restored and today the Australian government doesn't consider the koala as endangered.

- A7** To keep koalas as pets is very difficult.
1) True 2) False 3) Not stated
- A8** Most animals enjoy eating fresh eucalyptus leaves.
1) True 2) False 3) Not stated
- A9** Koalas eat low-calorie food.
1) True 2) False 3) Not stated
- A10** Koalas need a lot of fresh water to stay healthy.
1) True 2) False 3) Not stated
- A11** Koalas are more active at night than at daytime.
1) True 2) False 3) Not stated
- A12** Koalas protect their territory from other koalas.
1) True 2) False 3) Not stated
- A13** The baby koala can easily recognize its mother among other female koalas.
1) True 2) False 3) Not stated
- A14** The number of koalas in Australia is falling down dramatically.
1) True 2) False 3) Not stated

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B12** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

- B4** When Allan got to the airport, the airport official said: "I'm sorry, sir, but your plane _____ off. TAKE
- B5** You will have to take the next flight. You _____ in ARRIVE
New York at about midnight."
- B6** Allan was very upset: "I must be in New York at 6pm. I have a GOOD
job interview there. I can't miss it. It's the _____ job
in the world.
- B7** Thousands of men and _____ dream of such a job." WOMAN
- B8** The airport lady _____ nothing and turned to SAY
another passenger. Allan wanted to ask her about other possible
options, but she looked very busy so he stepped aside.
- B9** Allan didn't know what to do. He realised that he _____ to HAVE
call the company manager and tell him that he would not come.
- B10** For the _____ time in his life Allan felt really ONE
disappointed.
- B11** There probably wouldn't be a second chance for HE
_____. He pulled out his notebook.
- B12** The time of the interview _____ there: 6pm, WRITE
Tuesday. Allan looked at his digital watch and read: 2pm, Monday.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B13–B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B13–B18**.

- B13** Everyone knows how important water is. Life on the planet POSSIBLE
would be _____ without it.
- B14** Whatever your _____ drink is, you can't make it FAVOUR
without water.

- | | | |
|------------|---|-------------|
| B15 | We need water for _____ things: cooking, washing and producing goods. | DIFFER |
| B16 | My uncle, who is a _____, says that he waters his vegetables and fruit trees a lot in dry weather. | FARM |
| B17 | _____, fresh water resources on the Earth are limited and they are running out. Scientists warn that we may lack drinking water in the near future. | FORTUNATELY |
| B18 | We should be _____ and we should not waste it. | CARE |

Раздел 4. Письмо

Для ответа на задание C1 используйте отдельный чистый лист.

При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём — не оцениваются.

- C1** You have 30 minutes to do this task.
You have received a letter from your English-speaking pen-friend Ben.

... I'm very busy preparing for my school exams in Literature and History. To pass them successfully, I have to remember a lot.

... What subjects have you chosen for your exams and why?... What type of exam do you prefer – oral or written? ...How do you prepare for exams? ...

Write him a letter and answer his 3 questions.

Write 100–120 words. Remember the rules of letter writing.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Вы услышите четыре коротких диалога, обозначенных А, В, С и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

	Dialogue A
A:	Excuse me, where can I pay for this book?
B:	There, at the cash desk.
A:	Thanks. I also need a good French-English dictionary.
B:	Of course. We have a wide choice of paperback dictionaries as well as electronic ones.
A:	Can I have a look at some electronic dictionaries first?
	Dialogue B
A:	Do you know where the WiFi zone is?
B:	It must be somewhere here, in the passenger area. Look there's the sign. Do you want to check your e-mails?
A:	Yeah, and I want to browse the web.... Our flight is delayed and we have to wait anyway.
B:	Ok, but don't get carried away ... you may miss the boarding announcement.
	Dialogue C
A:	Do you often come here?
B:	No, not really. But I like the place. It's quiet and not too expensive, and there's free Wi-Fi — very convenient.
A:	Yeah, but you have to put aside your computer now because I enjoy talking while I'm eating.
B:	Ok, no problem. So what would you like to eat? I recommend tuna salad. I always have it.
	Dialogue D
A:	Hey, turn off your mobile. It always makes a noise. You're not allowed to use mobiles here, don't you know that?
B:	Ok, but pass me the popcorn, please. I like eating while watching a film.

A:	Don't you like it at all? It's an Oscar-nominated film and there's a bunch of celebrities in it.
B:	I like action more, you know. And I generally prefer home video — no one makes me switch off my mobile.

You have 20 seconds to complete the task. (Pause 20 seconds.)

Now you will listen to the dialogues again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задание B2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

I've always been very good at languages. I can speak English and French and it helps a lot as I'm in the export business. When we worked on some contracts with Russian companies, I decided to learn Russian. I take lessons regularly and I've learned a lot of words, but there are very difficult grammar rules in Russian, and there are so many exceptions! I'm not sure I'll ever be able to speak it.

Speaker B

My friends don't think that learning foreign languages is important – English is understood everywhere. I don't agree with them. I want to start learning Italian. It's a lovely language and it sounds beautiful. I've got a pen-pal Mario, who lives in Italy, and I want to go there next year. I think Mario will appreciate my speaking Italian. And travelling is more enjoyable when you can communicate with the locals in their language.

Speaker C

English is my native language and I don't have any problems when I travel — people can speak English everywhere. That's why I don't feel motivated to learn foreign languages at school. But according to the curriculum, I must learn two foreign languages. We start learning the first one at the age of seven. Usually it's French or German. At the age of 13 or 14 we choose the second language - Italian, Spanish, Chinese or others.

Speaker D

Languages are very important in modern life. But learning languages is very difficult and time consuming. The quickest way to learn a language is to go the country where it's spoken. It works, however, only if you communicate outside the classroom a lot. Watching the news, reading newspapers and writing notes and emails helps a lot too. But the most important thing is not to speak your native language to anyone.

Speaker E

Lots of adults want to learn foreign languages but have no time for it. Children, on the other hand, have enough time but they lack motivation. The easiest way to get children to speak a foreign language is to use it in a game. Young children are not able to understand language rules, but they can easily imitate their teacher. Pictures and toys work very well too – children pick up new words for toys very quickly.

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you will listen to the texts again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задания А1–А6

Вы услышите разговор двух друзей. В заданиях А1–А6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 60 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Sally:	Hi, Adam! Have you heard the news? There was an accident near our school this morning.
Adam:	Oh, Sally! Was anybody injured?
Sally:	Fortunately not. But three cars were seriously damaged.
Adam:	Gosh!
Sally:	Yes, a lorry and two small cars.
Adam:	Oh!
Sally:	The lorry started to slow down before the crossroads, but the driver of the Peugeot 307 didn't notice and crashed into it. And a second later, a Mini Cooper smashed into the back of it.
Adam:	Awful! And you saw it all, did you?
Sally:	Yes, I did. I saw it from the bus window. I was just on my way to school when it happened. The road was completely blocked because of the accident. I had to get off the city bus and run to school so as not to be late for my first class.
Adam:	You must have been very scared by the accident.
Sally:	No, not really. It's funny, but I became more popular with my schoolmates. Everyone wanted to talk to me to find out more details.
Adam:	Hm. And why did it all happen? Slippery road, fog or rain?
Sally:	No. It was nice and clear. There wasn't much traffic on the roads. And nobody exceeded the speed limit.
Adam:	What was it then?

Sally:	I think it was totally the Peugeot driver's fault. He was talking on his mobile phone at the time. He definitely couldn't concentrate on driving.
Adam:	Using a phone is very risky while driving. Everyone knows that.
Sally:	Yeah. There are lots of things that may distract a driver. Smoking, for example, or talking with the passengers. Even the stereo system may do harm. When you listen to loud music, it affects how you drive. But I believe smoking while driving is the worst. The police should stop smoking drivers and fine them.
Adam:	Yeah, I agree with that. But smokers will object to your idea, I'm afraid.
Sally:	Never mind. All sensible people will support it. It would reduce the number of accidents I'm sure.

You have 30 seconds to complete the task. (*Pause 30 seconds.*)

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

This is the end of the task. You now have 30 seconds to check your answers. (*Pause 30 seconds.*)

This is the end of the Listening Test.

Время, отведённое на выполнение заданий, истекло.

ОТВЕТЫ

Номер задания	Ответ
B1	2413
B2	31246
A1	2
A2	2
A3	1
A4	3
A5	2
A6	1
B3	2143786
A7	1
A8	2
A9	1
A10	2
A11	3
A12	1
A13	3
A14	2
B4	hastaken
B5	willarrive<или>'llarrive
B6	best
B7	women
B8	said
B9	had
B10	first
B11	him
B12	waswritten
B13	impossible
B14	favourite<или>favorite
B15	different
B16	farmer
B17	unfortunately
B18	careful

**КРИТЕРИИ ОЦЕНИВАНИЯ
ВЫПОЛНЕНИЯ ЗАДАНИЯ С1 * «ЛИЧНОЕ ПИСЬМО»
(Максимум 10 баллов)**

	Критерии оценивания	3 балла	2 балла	1 балл	0 баллов
К1	Решение коммуникативной задачи	Задание выполнено полностью: даны полные ответы на три заданных вопроса. Правильно выбрано обращение, завершающая фраза и подпись. Есть благодарность, упоминание о предыдущих контактах, выражена надежда на будущие контакты	Задание выполнено: даны ответы на три заданных вопроса, НО на один вопрос дан неполный ответ. Есть 1–2 нарушения в стилистовом оформлении письма И/ИЛИ отсутствует благодарность, упоминание о предыдущих / удущих контактах	Задание выполнено частично: даны ответы на заданные вопросы, НО на два вопроса даны неполные ответы ИЛИ ответ на один вопрос отсутствует. Имеется более 2-х нарушений в стилистовом оформлении письма и в соблюдении норм вежливости	Задание не выполнено: отсутствуют ответы на два вопроса ИЛИ текст письма не соответствует требуемому объему
К2	Организация текста		Текст логично выстроен и разделен на абзацы; правильно использованы языковые средства для передачи логической связи; оформление текста соответствует нормам письменного этикета	Текст в основном логично выстроен, НО имеются недостатки (1–2) при использовании средств логической связи И/ИЛИ делении на абзацы. ИЛИ имеются отдельные нарушения в структурном оформлении текста письма	Текст выстроен нелогично; допущены многочисленные ошибки в структурном оформлении текста письма ИЛИ оформление текста не соответствует нормам письменного этикета, принятого в стране изучаемого языка
К3	Лексико-грамматическое оформление текста	Использованы разнообразная лексика и грамматические структуры, соответствующие по-	Имеются языковые ошибки, не затрудняющие понимание (допускается не более 4-х негрубых	Имеются языковые ошибки, не затрудняющие понимание (допускается не более 5 негрубых язы-	Допущены многочисленные языковые ошибки, которые затрудняют понимание текста.

	Критерии оценивания	3 балла	2 балла	1 балл	0 баллов
		ставленной коммуникативной задаче (допускается не более 2-х языковых ошибок, не затрудняющих понимание)	языковых ошибок) ИЛИ языковые ошибки отсутствуют, но используются лексические единицы и грамматические структуры только элементарного уровня	ковых ошибок) И/ИЛИ допущены языковые ошибки, которые затрудняют понимание (не более 1–2 грубых ошибок)	
К4	Орфография и пунктуация		Орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 2-х, не затрудняющих понимание текста)	Допущенные орфографические и пунктуационные ошибки не затрудняют понимание (допускается не более 3–4 ошибок)	Допущены многочисленные орфографические и пунктуационные ошибки и/или допущены ошибки, которые затрудняют понимание текста

*1. Задание С1 (личное письмо) оценивается по критериям К1–К4 (максимальное количество баллов — 10).

2. При получении учащимся 0 баллов по критерию «Содержание» задание С1 оценивается в 0 баллов.

3. Если объём письма менее 90 слов, то задание оценивается в 0 баллов.

Если объём более 132 слов, то проверке подлежат только 120 слов, т.е. та часть личного письма, которая соответствует требуемому объёму.

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

При этом:

- краткие формы (например, I've, it's, doesn't, wasn't) считаются как одно слово;
- исчисляемые, выраженные цифрами (например, 5; 29; 2010, 123204) считаются как одно слово;
- исчисляемые, выраженные словами (например, twenty-one), считаются как одно слово;
- ложные слова (например, pop-singer, English-speaking, thirty-two) считаются как одно слово;
- окращения (например, UK, e-mail, TV) считаются как одно слово.

ВАРИАНТ 1

Раздел 1. Аудирование

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5** только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B1**
1. At the veterinary clinic
 2. At a pharmacy
 3. At a hospital
 4. At the dentist
 5. At the doctor's office

Диалог	A	B	C	D
Место действия				

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **A–E** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6** только один раз. В списке **1–6** есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B2**
1. The speaker is getting a second education.
 2. The speaker's hobby is cooking.
 3. The speaker spends evenings at home with the family.
 4. The speaker is a couch potato after work.
 5. The speaker prefers to relax by dining out.
 6. The speaker relaxes by keeping fit after a working day.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите интервью со Сюзан Браун. В заданиях **A1–A6** обведите цифру **1, 2 или 3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A1**
- What is TRUE according to the text?
- 1) New Yorkers know a lot about New England.
 - 2) All new comers are supposed to know New England well.
 - 3) New York is far away from New England.

- A2** Which of the following places IS NOT part of New England?
- 1) Massachusetts
 - 2) Rhodes
 - 3) Vermont
- A3** This area became an official colony of England
- 1) before the 17th century.
 - 2) in the 17th century.
 - 3) after the 17th century.
- A4** When is New England most attractive to visitors according to Susan?
- 1) in the autumn
 - 2) in the summer
 - 3) in the winter
- A5** Susan believes that New England
- 1) has changed a lot.
 - 2) is only good for quiet holidays.
 - 3) would be boring for jazz lovers.
- A6** What makes attractions in New England special?
- 1) They are located in both big cities like Boston and small villages.
 - 2) You can visit all of them in two-three days.
 - 3) They are only available for passengers of cruise ships.

Раздел 2. Чтение

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами A–G. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

B3

1. Long and special
2. In a railway museum
3. Not any more
4. User and nature friendly
5. Goods delivery
6. Art and life
7. From steam to electricity
8. Airplane alternative

- A. In the 19th century, railroad travel became the fastest way to travel long distances overland. It was a great improvement over travelling by horse and wagon, which could take weeks longer than the train. But early trains weren't comfortable. Seats were hard and the soot from the coal engine made the air very dirty. In addition, the cars were cold in winter and hot in summer because there was no heat or air conditioning. But fortunately, since those early years, train travel has become much more pleasant.
- B. Some long-distance passenger trains have become famous. For example, the Trans-Siberian Railway in Russia is the longest railway in the world, covering 9,259 kilometers and 10 time zones. In the United States, the California Zephyr travels between Chicago and San Francisco, and during the 3-day trip, passengers can enjoy amazing views of the Rocky Mountains. The Orient Express between Venice and Istanbul offers old-fashioned service that is luxurious, romantic, and expensive.
- C. In many countries, overnight trains are a good option to air travel. For example, you might leave one city at 11:00 at night, and arrive at your destination at 7:00 the next morning. Typically, you share a cabin with three other people, who you might be travelling with, or who you might not know at all. Your seats become your beds and the price of your ticket includes your bedding. If you want, you can order tea and a snack from the cabin attendant.
- D. Of course, not all trains carry passengers. Many trains are freight trains, transporting goods from one location to another. The busiest freight system in the world is in China. Freight trains are usually much longer than passenger trains. The longest freight train recorded was in Australia with over 682 cars. Freight trains can carry anything — coal, cars, clothing — anything that people need. Refrigeration, which keeps food cold and fresh, revolutionized freight transportation.
- E. Many countries around the world are investing in high-speed trains. Today's high-speed railways are amazing. They can go twice as fast as regular trains, and they are designed for passenger comfort with spacious chairs, internet access, and multi-media entertainment. High speed rail makes it possible to move many more people much faster over longer distances. High speed rail also can help the environment because it is more energy efficient and reduces cars on the roads.

- F. The invention of the steam locomotive made a breakthrough in the development of the railway system in the 19th century. Today the technology seems ordinary, but two hundred years ago it was revolutionary. Steam locomotives were fueled by burning coal, wood or oil, to produce steam in a boiler, which drove the engine. Of course, large amounts of water were also needed. In the 20th century, steam engines were gradually replaced with trains fueled by diesel or electricity.
- G. Authors have been using trains in literature for as long as trains have been running. Indeed, it's hard to imagine some stories without a train in them. Even people who have never read *Anna Karenina* know how the famous novel's heroine dies at the end. Many American children learn the important lessons of optimism and hard-work reading the classic story *The Little Engine that Could*. And of course almost everyone on the planet knows about Hogwarts Express in the *Harry Potter* books.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведённых утверждений A7–A14 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).

Do you know what time it is right now? How do you know? Did you take a look at a wall clock? Glance at your wrist watch? Sneak a peek at your mobile phone? Today we take time-keeping for granted, but of course the very concept of time-keeping is a human invention, with its origins dating back thousands of years.

The first mechanism was probably the sun-dial. This method, which used the moving shadow of the sun to tell time, was widely used in ancient times. A well-constructed sundial is quite accurate, but of course it only works during the day, and only on sunny days. Hourglasses were an invention that made it possible to mark the passage of time at night, in-doors, and in the dark.

All the great ancient civilizations — Greek and Roman, Chinese, Byzantine, Islam — developed water clocks, which were very accurate. These devices were commonly used until the invention of the pendulum clock in the 17th century.

The earliest mechanical clocks didn't have a visual indicator; they simply announced the time with striking bells. Later the 12-hour circular dial or clock face became standard. A 10-hour dial was briefly popular during the French Revolution when the metric system was applied to time keeping. And the 24 hour dial is commonly used by military organizations and transportation systems.

Today digital displays are used everywhere — on wrist watches, wall clocks, computer screens, etc. This numerical representation of time can be based on the 12-hour system (1:00 am, 1:00 pm) or the 24-hour system (01:00 or 13:00).

Like reading, telling time is something all young children have to be taught. Experts suggest that you begin this when a child is about five years old. Even though digital clocks are everywhere, it's important to begin with traditional dial clocks, with second hands, to help the child literally see the passage of time. Giving a child his or her own wrist watch — just a cheap child's version — can be very helpful. Teaching a child to tell time can be quite challenging, but it's a life skill that every one of us needs.

- A7** People have been interested in time-keeping for centuries.
1) True 2) False 3) Not stated
- A8** A well-constructed sundial could be reliable all the day round.
1) True 2) False 3) Not stated
- A9** Water clocks were the most popular and reliable clocks in ancient and medieval times.
1) True 2) False 3) Not stated
- A10** First mechanical clocks told the time with bells that could strike simple melodies.
1) True 2) False 3) Not stated
- A11** With the invention of a visual indicator, a 12-hour clock face has become a standard.
1) True 2) False 3) Not stated
- A12** For a short time a 10-hour clock face was popular all over Europe.
1) True 2) False 3) Not stated
- A13** Both 12-hour and 24-hour systems are used in modern digital clocks and watches.
1) True 2) False 3) Not stated
- A14** It's better to use clocks without hands when you teach a child to tell time.
1) True 2) False 3) Not stated

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B12** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

- B4** Our family was quite small, just my Mom, Dad and me. I had no brothers or sisters. When I was ten years old, my parents finally decided I _____ have a dog. CAN
- B5** I've been dreaming of _____ a dog for years, but my parents used to say HAVE
- B6** "No, you _____ responsible enough to take care of a dog yet." NOT BE
- B7** Finally they decided I was ready! So one day, my mother _____ me to the pound. DRIVE
- B8** That was a special place out of town where lost dogs _____ TAKE
- B9** There were dozens of dogs there. They were different in size and color and all of _____ were jumping and barking in their cages. THEY
- B10** But one dog was sitting in a corner, nervously _____ around. LOOK
- B11** _____ eyes met! And I knew that was the dog for me! WE
- B12** I'll never forget that day, the day when I got my _____ dog ONE ever.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B13–B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B13–B18**.

- B13** Aesop was a famous _____ folk hero who lived in the 6th century BC. GREECE
- B14** He is now well-known as a _____ of animal fables. WRITE
- B15** Through these many fables Aesop showed the wise and _____ behavior of men. FOOL

- B16** Not much is known about the life of Aesop. It is believed he was born in Thrace, Greece and knew what _____ was on his own experience. **SLAVE**
- B17** It is said that his _____ so delighted one of his masters **WISE**
- B18** that the slave was given his _____. **FREE**

Раздел 4. Письмо

Для ответа на задание C1 используйте отдельный чистый лист.

При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём — не оцениваются.

C1

You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend, Clare.

... Yesterday I went to our school library to prepare for my test in Science. We often go there with my classmates. It's a perfect place to concentrate on studies with all the reference books at hand.

Is there a library in your school and what books can you get there? Do you and your friends often go to your school library, why? What's the best way for you to prepare for a test?

Write her a letter and answer her 3 questions.

Write 100–120 words. Remember the rules of letter writing.

ВАРИАНТ 2

Раздел 1. Аудирование

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5** только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B1**
1. At a fruit stand
 2. In a restaurant
 3. At the hotel reception
 4. At the bakery
 5. At the butcher's shop

Диалог	A	B	C	D
Место действия				

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **A–E** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6** только один раз. В списке **1–6** есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B2**
1. It's convenient driving to work if you share expenses.
 2. The speaker benefits from exercise and nature on the way to work.
 3. The speaker can put up with some inconveniences on the way to work.
 4. The speaker has to spend a lot getting to work.
 5. It's great to share a walk with a friend in the morning.
 6. It's great when you can sit and relax on the way to work.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите телефонный разговор отца и дочери. В заданиях **A1–A6** обведите цифру **1, 2 или 3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A1** The girl's feelings about her roommate from South Korea are:
- 1) positive
 - 2) negative
 - 3) mixed

- A2** At college the two girls plan to
- 1) study foreign languages.
 - 2) take music classes.
 - 3) sing for pleasure in the college chorus.
- A3** What does the girl say about her classes?
- 1) They are too easy.
 - 2) They are too difficult.
 - 3) They are manageable.
- A4** What's the bad news?
- 1) She ran out of money.
 - 2) She is homesick.
 - 3) She lacks friends.
- A5** What was wrong with her room?
- 1) There wasn't enough furniture.
 - 2) It looked dull and unattractive.
 - 3) It was not functional.
- A6** Her father was disappointed because she spent too much money on
- 1) books.
 - 2) a bicycle.
 - 3) entertainment.

Раздел 2. Чтение

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами A–G. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

B3

1. No way to help
 2. Noted more than once
 3. History of the symbols
 4. All sorts of help
 5. Sources of financial support
 6. Modern mission
 7. United strength
 8. A noble idea
-
- A. The idea for the International Committee of the Red Cross came to Swiss businessman Henry Dunant in 1859. He was travelling in Italy on business, when he witnessed a terrible military battle in which thousands of men died and were wounded. When he realized that the wounded men were not receiving medical care, he organized the local residents to help men on both sides of the conflict. Three years later the Red Cross was officially founded.
 - B. The International Committee of the Red Cross, which is based in Geneva, Switzerland, has been awarded the Nobel Peace Prize three times, in 1917, 1944 and 1963. The first two prizes were awarded for the organization's work during the first and second world wars. The third prize was awarded on the occasion of the Red Cross's 100th anniversary.
 - C. During both World War I and World War II, the International Red Cross worked tirelessly to monitor prisoner-of-war camps, to help civilians caught in the conflicts, and to maintain lists of refugees and missing persons. Tragically, the Red Cross failed to reach an agreement with Nazi Germany regarding its concentration camps and therefore was unable to help the millions of people who died during the war.
 - D. Today the Red Cross has approximately 97 million volunteers, members and staff, working worldwide. The many organizations associated with the Red Cross are legally independent of each other, but they often work together to provide help to people in time of military conflict and natural disaster.
 - E. Many people around the world know the Red Cross primarily because of the help it gives people locally. For example, the Red Cross sponsors local blood drives, where people donate their blood. This blood can then be used to save the lives of people with medical emergencies. Local Red Cross offices also collect food and clothing and household goods to give to people who are forced to leave their homes after natural disasters.
 - F. Logically enough, the emblem of the Red Cross is a red cross on a white background. This image was first used in 1863, and it is basically a reversal of the Swiss flag, which is a white cross on a red background. Beginning in the 1870s, the Ottoman Empire started using the Red Crescent as the name and emblem for its branch of the Red Cross, reflecting its Islamic beliefs. Today, the Red Crescent is recognized by 33 Islamic nations.

- G. All monies used by the International Committee of the Red Cross are received as donations from governments, public institutions, and private individuals. The organization's annual budget exceeds 1 billion Swiss Francs. The majority of funding comes from Switzerland and the United States, with significant contributions also coming from European countries and the EU. Private donations are often received at times of local, national and international emergencies, such as the tsunami disaster in southeastern Asia in 2004.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведённых утверждений A7–A14 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).

Nancy Bird Walton was a pioneering Australian airwoman. In the 1930s, rejecting the traditional role of females of her time, she became a fully qualified pilot. She was only 19 at the time.

Nancy Bird wanted to fly almost as soon as she could walk. In 1933, at the age of 18, her passion drove her to take flying lessons. Sir Charles Kingsford Smith, who was the first man to fly across the mid-Pacific, had just opened a pilots' school near Sydney, and she was among his first pupils. Most women learnt to fly for fun, but Nancy planned to fly for a living.

Using a legacy of 200 pounds from a great aunt plus money loaned by her father, Nancy bought her first aircraft, a Gipsy Moth. Soon after, Nancy and her friend Peggy McKillop took off on a tour, landing at country fairs and giving rides to people who had never seen an aircraft before, let alone a female pilot. Whilst touring, Bird met Reverend Stanley Drummond. He wanted her to set up a flying medical service in New South Wales. In 1935, Nancy was hired to operate the service. Nancy's own Gipsy Moth was used as an air ambulance. Soon she was able to buy a better-equipped aircraft, and she began covering more and more distant territory. She told others that it was rewarding but lonely work.

During World War II, Nancy trained women in skills needed to help the men flying in the Royal Australian Air Force. She was 24 when she married an Englishman, Charles Walton, with whom she had two children. In 1950, Nancy founded the Australian Women Pilots' Association (AWPA). In the following decades she received many honors.

One of her last interviews was for the feature length documentary film *Flying Sheilas* which provided a unique insight into her life along with seven other Australian female pilots. In all her years of flying, Nancy was never involved in an accident despite the great risks involved in the early years of aviation.

A7 Nancy Bird Walton could be trained as a pilot because she was under 20 at the time.

- 1) True 2) False 3) Not stated

A8 There were few young women in pilots' school opened by Charles Kingsford Smith.

- 1) True 2) False 3) Not stated

- A9** Nancy's aunt gave her money to buy her first airplane.
1) True 2) False 3) Not stated
- A10** Nancy and her friend Peggy gave rides to all the volunteers at country fairs for free.
1) True 2) False 3) Not stated
- A11** Nancy was the person who created the flying medical service.
1) True 2) False 3) Not stated
- A12** During World War II Nancy served as a pilot in the Royal Australian Air Force.
1) True 2) False 3) Not stated
- A13** Nancy's career has been successful and rewarding in many ways.
1) True 2) False 3) Not stated
- A14** Nancy had no injuries or traumas despite all the objective risks of her profession.
1) True 2) False 3) Not stated

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B12** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

- | | | |
|------------|--|----------|
| B4 | Chinese authorities have taken steps to protect the Chinese language from the excessive use of English and other _____. | LANGUAGE |
| B5 | The People's Daily Online website _____, | SAY |
| B6 | "With economic and social development foreign languages _____ more often in all types of publications in China. | USE |
| B7 | It is true about all kinds of media _____ newspapers, books, e-books and the Internet publications". | INCLUDE |
| B8 | According to _____ General Administration of Press and Publication (GAPP) the invasion of English words in Chinese texts is abusing the language. | CHINA |
| B9 | _____ website stated that English had damaged the standard and purity of the Chinese language severely and disrupted the harmonious cultural environment. | IT |
| B10 | A great number of English borrowings is also believed _____ negative social impacts. | CAUSE |
| B11 | Currently a lot of English abbreviations and acronyms are widely used in Chinese press. It makes it difficult to understand the texts for _____ who are not fluent in English. | THAT |
| B12 | But from now on all of them should be _____ replaced with their Chinese equivalents. | REPLACE |

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B13–B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B13–B18**.

- | | | |
|------------|--|-------|
| B13 | Once there lived a carpenter and a blacksmith. They had a long-standing _____. | ARGUE |
| B14 | Each of them insisted that he was more _____ than the other. | SKILL |

B15	They argued about this question for a long time without reaching any _____. Each man claimed that his handiwork was much better than the other's.	CONCLUDE
B16	_____ they agreed, "Let's go to the king and ask him to be the judge".	FINAL
B17	When they came to the king, the two begged "We want Your Majesty to be our judge and tell us whose skill is _____ superior".	TRUE
B18	We don't know what the king said or did, but when the two returned home, they were both _____ and became best of friends.	WEALTH

Раздел 4. Письмо

Для ответа на задание C1 используйте отдельный чистый лист.

При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём — не оцениваются.

- C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend, Roger.

...A weekend with father is always fun! Last time we went fishing. We drove to a small forest lake, slept in a tent, and cooked meals on a camp fire. I caught about a dozen perches! Where did you spend your last weekend? What did you do? Who do you like to spend your weekends with and why?

Write him a letter and answer his 3 questions.

Write 100–120 words. Remember the rules of letter writing.

ВАРИАНТ 3

Раздел 1. Аудирование

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5** только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B1**
1. At a real estate agency
 2. At a tourist agency
 3. In a restaurant
 4. At the police station
 5. At the hotel reception

Диалог	A	B	C	D
Место действия				

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **A–E** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6** только один раз. В списке **1–6** есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B2**
1. The speaker thinks cinema actors used to be more professional.
 2. The speaker can appreciate actors' professional skills in this kind of movies.
 3. The speaker thinks the positive side of this kind of movie isn't always obvious.
 4. The speaker usually chooses movies that are educational.
 5. The speaker thinks the story may not be very strong in this kind of movie.
 6. The speaker thinks this kind of movie has a positive effect on her/his relative.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите интервью с доктором Джоунз. В заданиях **A1–A6** обведите цифру **1, 2 или 3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A1**
- The topic of this programme is
- 1) having a healthy life style.
 - 2) following a healthy diet.
 - 3) treating diet related diseases.

- A2** According to the interviewer, he
- 1) sticks to a healthy diet.
 - 2) is ready to switch to a healthy diet.
 - 3) is not ready to do without junk food.
- A3** Which is NOT a healthy diet tip given by Dr. Jones?
- 1) Substitute olive oil for butter.
 - 2) Reduce the amount of food you eat.
 - 3) Start with counting calories.
- A4** For eating out Dr. Jones suggests that customers should
- 1) share one dish between them.
 - 2) take home some of their meal to eat later.
 - 3) avoid all kinds of starters.
- A5** The Dr. Jones's general recommendation is
- 1) eat more often, but smaller portions.
 - 2) have no more than three regular meals.
 - 3) eat only food that your body wants at the moment.
- A6** Dr. Jones believes that having a meal with others is beneficial because
- 1) your friends will help you to stick to your diet.
 - 2) people who eat alone normally eat more.
 - 3) conversation at the table helps you to digest food better.

Раздел 2. Чтение

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами А–Г. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

B3

1. Different table manners
 2. Simple to prepare
 3. Synonymous to food
 4. One product — many dishes
 5. Once local — now global
 6. Impossible to grow
 7. More than food
 8. Good for everyone
- A. Rice is the primary source of nutrition for more than half of the world's population. Countries as different as Japan, India, Nigeria and Mexico use rice in their national cuisine. In Chinese, the word for rice is the same as the word for food. And in Thailand, when you call your family to a meal, you say "eat rice." So it's easy to understand why the 2008 global rice shortage was a real crisis for billions of people. In some countries the shortage led to big price increases. Some governments had to control the sale of rice.
- B. Archeologists believe that rice has been grown as a source of food for at least 4000 years. It was first grown in China, and then introduced to India. Over the centuries the practice of growing rice has spread literally across the globe. Today rice is grown in Peru, Egypt, and even the United States, but over 90% of the world's rice is still grown in Asian countries. Rice is best grown in wet, sub-tropical climates, and in many countries it is still cultivated using intensive human and animal labor. For this reason, large families are still typical, and the water buffalo is a valued possession.
- C. The basic recipe for cooking rice is easy. First you need to bring 2 cups of water to boil. When the water is boiling, add 1 cup of rice. Cover the pot. As soon as the water boils again, reduce the heat. Let the rice cook for 15 to 20 minutes. The rice is ready when all the water is absorbed. It's now possible to buy rice cooking machines that cook perfect rice every time, especially in large quantities. This is particularly helpful in Asian cultures, where families often eat rice with every meal. In these countries, rice is also used to make pancakes, sweets and wine — indeed almost anything!
- D. Many people consider rice to be one of the healthiest of possible food choices. It has no sodium or cholesterol, and almost no fat. One half cup of rice has approximately 100 calories, and those calories are rich in important vitamins and minerals, including folic acid, iron and zinc. Many athletes eat rice because as a carbohydrate it is a great source of energy. Rice even has certain chemicals in it that are supposed to improve your mood. Brown rice is the healthiest of all because it is 100% grain.
- E. Over the centuries, rice has become a part of the traditions of many cultures. In some societies, it is traditional to throw a handful of rice on newlywed couples, symbolizing the wish for a large family and prosperity. In India, rice is traditionally the first food

that bride offers her new husband. It is typical for people to leave offerings of rice in Buddhist temples. In Thailand, the annual Royal Plowing Ceremony has taken place in front of the Grand Palace in Bangkok for seven centuries.

- F. One of the amazing things about rice is how adaptable it is. It is an essential ingredient in cuisines all around the world — cuisines as different as Japanese, Mexican, and West African. The Japanese combine sticky rice with raw fish to create numerous varieties of sushi. Mexican rice, flavored with cumin and tomatoes, is a colorful side dish. Every country in West Africa has its own version of a regional rice dish called jollof, often served with fried plantain, a kind of banana.
- G. All around the world people eat rice in different ways. In India it is traditional to eat rice with your right hand. You just mix the rice with a little curry, roll it into a ball, and pop it into your mouth. In China it's common to use chopsticks (or *kuaizi*). People in Korea, Thailand and Vietnam eat their rice with a spoon. And in European countries and in the United States rice is eaten with a fork.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведённых утверждений A7–A14 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).

Online social networking is a 21st century phenomenon. Today, in the second decade of the century, internet service is widely available throughout the world and relatively affordable (even if someone doesn't have his or her own computer, internet cafes are everywhere). This has made it possible for online social networking to become a central part of many people's lives.

Though not the first service, Facebook is probably the most famous and most widely used of all the services. By July 2011, Facebook had more than 750 million active users. Facebook was launched in 2004 by Mark Zuckerberg and several of his college roommates and fellow students at Harvard University in the United States. The site allows "friends" to share what they're doing at any single moment, play games, post photos, and wish each other Happy Birthday. For many people, it's hard to imagine what life was like before Facebook.

But of course Facebook is not the only social networking site. A number of countries have developed their own sites, for example V Kontakte in Russia. By early 2011, V Kontakte had around 135 million accounts. The site was launched in 2006 by Pavel Durov, a graduate of St. Petersburg State University. V Kontakte is quite similar to Facebook but has one advantage: it uses a special technology allowing users to share larger files. Unfortunately, V Kontakte has had repeated problems with spam.

There is no doubt that social networking is here to stay. But not everyone agrees about its benefits to society. Academic researchers are now studying how these sites are influencing important areas of society, such as identity, privacy, youth culture and education. The technology continues to develop, with "real-time web" and GPS tracking making it possible to locate our friends, and be located, anytime, anywhere. Of course, this information may also become known to marketers and hackers.

Like anything, social networking can be used for either good or bad. Sadly, online bullying is relatively common (this is when one person spreads cruel or untrue stories about another person). But on a more positive note, social networking tools have played an important role in international political events. In the winter of 2011, young Egyptians used Facebook and other services to plan their protests and share news not only with each other, but with the world.

- A7** In the 21st century all people are involved in social networking in this or that way.
1) True 2) False 3) Not stated
- A8** Some people online social networking has become the main part of existence.
1) True 2) False 3) Not stated
- A9** Facebook was the pioneer in the market of social networking.
1) True 2) False 3) Not stated
- A10** Facebook was originally designed to unite all present day and former graduates of Harvard.
1) True 2) False 3) Not stated
- A11** Vkontakte is a later replica of Facebook for Russia.
1) True 2) False 3) Not stated
- A12** We don't have enough information about the way social sites affect our lives.
1) True 2) False 3) Not stated
- A13** Modern technology reduces our right for privacy.
1) True 2) False 3) Not stated
- A14** Social networks can be used as a substitute for official media.
1) True 2) False 3) Not stated

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4–B12 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B4–B12.

- | | | |
|------------|---|-----------------|
| B4 | Glass is a substance _____ from a combination of sand, limestone, and soda, which is heated to 1500 degrees Celsius. | MAKE |
| B5 | As the mixture cools, it _____ very thick and eventually turns to a solid substance. | BECOME |
| B6 | Historians believe that ancient Egyptians were the _____ to invent glass. | ONE |
| B7 | Recently archeologists _____ 5,000-year-old glass beads in Egypt. | FIND |
| B8 | In about 100 B.C., Syrian craftsmen learned how to make hollow pots or vases by _____ air into molten glass through a long, narrow iron tube. | BLOW |
| B9 | The Romans used this technique to create beautiful artwork. They also found a way to make glass for windows in _____ houses. | THEY |
| B10 | Today glass _____ for things such as windows, light bulbs, kitchenware, and sophisticated scientific equipment. | USE |
| B11 | _____ of products, from wine to cosmetics, are packaged in glass containers. | THOUSAND |
| B12 | It is difficult _____ modern life without glass. | IMAGINE |

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B13–B18 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B13–B18.

- | | | |
|------------|---|----------------|
| B13 | The FIFA Women's World Cup is recognized as the most important international _____ in women's football. | COMPETE |
| B14 | Played _____ every four years, the first Women's World Cup Tournament was held in 1991. | REGULAR |
| B15 | The tournament was _____ the brainchild of Joao Havelange. | INITIAL |

- | | | |
|------------|---|----------|
| B16 | He was the FIFA _____ at that time. | PRESIDE |
| B17 | Since the first tournament, both _____ and German teams have won the Cup twice. | AMERICA |
| B18 | The next _____ will be held in Canada in 2015. | CHAMPION |

Раздел 4. Письмо

Для ответа на задание C1 используйте отдельный чистый лист.

При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём — не оцениваются.

- C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend, Sam.

... Last summer my elder sister went with her friends on a 3 week eco-tour to Peru. They lived in a local village, helped their hosts about the house, with their cattle and worked in the fields.

Where would you like to go, if you could choose? What do you think about an eco-tour to some foreign country? What are your plans for this summer, if there're any?

Write him a letter and answer his 3 questions.

Write 100–120 words. Remember the rules of letter writing.

ВАРИАНТ 4

Раздел 1. Аудирование

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5** только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B1**
1. In a restaurant
 2. On the metro
 3. In a shoe store
 4. At a real estate agency
 5. On a train

Диалог	A	B	C	D
Место действия				

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **A–E** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6** только один раз. В списке **1–6** есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B2**
1. I had an enjoyable fresh-air family vacation.
 2. It was a summer vacation without any new experiences.
 3. I spend summer working in my family's business.
 4. It's an unusual but enjoyable camp experience
 5. It's an exciting summer experience for a city child.
 6. I had an exciting experience in country studies.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите интервью с ветеринаром. В заданиях **A1–A6** обведите цифру **1, 2 или 3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A1** Dr. Manuel Gutierrez mainly works with
- 1) pets of celebrities.
 - 2) exotic animals.
 - 3) elderly pets.

- A2** Dr. Manuel Gutierrez states that the pets of his clients
- 1) need special care.
 - 2) are like other pets.
 - 3) lack love.
- A3** What is NOT TRUE according to Dr. Gutierrez?
- 1) Pet-keepers live longer.
 - 2) Pet-keepers live happier lives.
 - 3) It's beneficial to hire dog-walkers.
- A4** According to Dr. Gutierrez having a pet is a sort of therapy because pets can
- 1) understand people.
 - 2) compensate for the lack of company.
 - 3) help you to keep fit.
- A5** Medical statistics prove that living with a pet
- 1) raises cholesterol levels.
 - 2) reduces resistance to illnesses and stress.
 - 3) lowers blood pressure.
- A6** According to Dr. Gutierrez
- 1) having a pet means responsibility.
 - 2) all people should have pets.
 - 3) pet-keeping is expensive.

Раздел 2. Чтение

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами А–Г. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

B3

1. Severe and powerful
 2. Times and associations
 3. Center of development
 4. Unique in many ways
 5. Meaningful name
 6. Too much to remain pure
 7. Still the first in the list of destruction
 8. Natural flow preserved
- A. Every year schoolchildren everywhere learn the names of the world's great rivers. Everyone knows the longest river is the Nile. Or is it? Brazilian and Peruvian scientists now argue that the Amazon should be considered the longest (using complicated measurements only scientists can understand). But for now, the Nile still wins the title of "longest river" in textbooks. The Nile has always been the lifeline of Egyptian civilization. The annual flooding of the river creates rich agricultural soil, ideal for growing wheat and flax and other crops.
- B. The Nile may still earn the title for longest river, but the Amazon — the second longest — has the greatest volume by far. The Amazon contains approximately one-fifth of the water flowing in the world's rivers. Uniquely, there are no bridges crossing the Amazon anywhere along its long route. Most of the Amazon flows through tropical rainforests, where there are few roads or cities — and therefore no need for bridges. The Amazon Rainforest is the home of more than one-third of all animal and plant species in the world.
- C. The third longest river is the Yangtze River in China. The river plays a very important role in China's history, culture and economy. Nearly one-third of China's huge population lives along the Yangtze river. The Yangtze is one of the world's busiest waterways. Everything is transported along the Yangtze: coal, cars, produce and people. The river also attracts many tourists who take cruises through the famous Three Gorges area. Sadly, because of the heavy traffic on the river and industry along its banks the Yangtze is very polluted.
- D. When people think of the Mississippi River, their first thought is usually of Mark Twain and the adventures of Tom Sawyer and Huck Finn. They may not recall from their childhood geography lessons that the Mississippi is the fourth longest river in the world. For thousands of years, Native Americans lived along the Mississippi, mostly living as hunter-gatherers and herders. That life changed forever when Europeans first arrived in the 16th century; today the Mississippi plays a crucial role in the economic life of dozens of cities and small towns situated along its shores.

- E. The fifth longest river in the world is the Yenisei which flows north from Mongolia through Russia to the Arctic Ocean. Originally, nomadic tribes — the Kit and Yugh people — lived along the banks of the Yenisei. Russian explorers first reached its shores in 1605. Much of the Yenisei is ice-bound six or more months in the year. Explosives are used to keep the water flowing, thereby avoiding serious flooding. A series of massive hydroelectric dams provide energy to support Russian industry.
- F. Known as the “cradle of Chinese civilization,” the Yellow River in China is the 6th longest river in the world. It’s been a major center of Chinese population and culture since the 3rd century B.C. However, the Yellow River has another name — “China’s Sorrow.” For thousands of years, the river has regularly flooded, destroying the surrounding countryside and populations. Today over a dozen dams control the flooding and also provide electricity for millions.
- G. From its origins in the Altay Mountains in China, the Irtysh flows north-west through Kazakhstan, and finally merges with the Ob, in western Siberia, Russia. The Ob is 7th longest river in the world. In the 1960s and 1970s proposals to reverse the flow of the Irtysh among other Northern rivers were seriously and widely discussed. These gigantic water management schemes meant to supply water to central Kazakhstan and Uzbekistan. Thanks to Kazakh and Russian environmentalists and lack of money they were not implemented.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведённых утверждений **A7–A14** соответствуют содержанию текста (**1 — True**), какие не соответствуют (**2 — False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**).

Our lives today would be very different if Thomas Edison had never lived. Born in 1847, Edison became the most active of all inventors in the late 19th and early 20th centuries. His inventions influenced life all around the world.

Edison's teachers at school did not recognize his brilliance. In fact, they considered him a rather bad student. Fortunately, his mother thought differently. She took him out of school and taught him at home, which is when he developed his two lifetime passions: reading and experimenting.

His first job was as a telegraph operator, and his first important inventions were improved telegraphic devices. But he first became famous for the phonograph, invented in 1877. Today, in the age of MP3 players, it's hard to imagine how magical the phonographic recording was. The public loved the new machine and a form of it was used well into the late 20th century.

Edison is often credited as the inventor of the light bulb, though, of course, many people worked on the idea both before and after him. In 1878 he formed the company Edison Electric Light Company and in 1879 introduced his improvements to the incandescent light bulb. At about this time, he became famous for saying, “We will make electricity so cheap that only the rich will burn candles.” His inventions also influenced the development of radiology and the first motion picture cameras.

Edison was proud that he never invented weapons that could be used in warfare, and he strongly believed in nonviolence. But his life was not free from controversy. He was involved in the so-called War of Currents, arguing for the use of direct current (DC) over alternating current (AC).

Edison lived a long life, dying in 1931 at the age of 84. He was married twice and had six children. His many inventions and business ventures made him a very rich man, and a very famous one. Perhaps his most famous quotation is "Genius is one percent inspiration, and ninety-nine percent perspiration."

- A7** Thomas Edison was the most outstanding scientist of his time.
1) True 2) False 3) Not stated
- A8** His mother decided to give him home education because of his poor health.
1) True 2) False 3) Not stated
- A9** Thomas Edison was a passionate reader all his active life.
1) True 2) False 3) Not stated
- A10** Edison started his professional life as an inventor.
1) True 2) False 3) Not stated
- A11** The phonograph, invented in 1877, almost lived up to our times.
1) True 2) False 3) Not stated
- A12** Edison believed that electricity could be the cheapest source of light.
1) True 2) False 3) Not stated
- A13** Edison invented the first moving picture cameras.
1) True 2) False 3) Not stated
- A14** Edison easily turned all his inventions into successful business projects.
1) True 2) False 3) Not stated

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B12** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

- | | | |
|------------|---|------------|
| B4 | Recently Harry Potter author J.K. Rowling has announced the _____ addition to her hugely successful fictional phenomenon. | LATE |
| B5 | It's a website _____ Pottermore.com. | CALL |
| B6 | The official online announcement _____ : "Pottermore is a free website that creates an exciting online experience around the reading of the Harry Potter books." | READ |
| B7 | The author says there will be a lot of new information on all the _____ backgrounds and on wizardly locations. | CHARACTERS |
| B8 | There _____ currently no official Harry Potter website. | BE |
| B9 | Of course, almost everyone in the world _____ of the Harry Potter books. | HEAR |
| B10 | The story _____ when young Harry receives an invitation to go to a boarding school for wizards and witches. | BEGIN |
| B11 | Hogwarts _____ to have many typical features of British boarding schools. | BELIEVE |
| B12 | But many people think that the _____ have become so popular among teenagers and youngsters because most of the time the main characters live and act without any adults around. | BOOK |

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B13–B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B13–B18**.

- | | | |
|------------|---|------|
| B13 | According to the latest research there are two main problems to consider. One of them is the constant increase of nuclear radiation produced by power stations and nuclear tests, the other — is the rapid _____ of population. | GROW |
|------------|---|------|

B14	The speed, with which we are using up our non-_____ resources like oil and gas, is appalling.	RENEW
B15	With the _____ of our civilization we have become the worst enemies to the planet and to ourselves.	DEVELOP
B16	Some scientists are _____ about our problems and think we have reached the point of no return.	PESSIMIST
B17	Others are optimists who believe that our _____ problems are solvable.	ECOLOGY
B18	At least more and more people begin to understand how _____ they are for the humanity.	DANGER

Раздел 4. Письмо

Для ответа на задание C1 используйте отдельный чистый лист.

При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём — не оцениваются.

- C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend, Susan.

*...Yesterday my classmates and I went to the Internet café to play a new computer game. It was a real fun and I came home quite late. My Mum got really angry!
How often do you go to the Internet cafes, if at all? What computer games do you and your friends like to play? Are your parents angry when you play computer games, why?*

Write her a letter and answer her 3 questions.

Write 100–120 words. Remember the rules of letter writing.

ВАРИАНТ 5

Раздел 1. Аудирование

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5** **только один раз**. В задании есть **одно лишнее место действия**. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B1**
1. At the teacher's office
 2. At the library
 3. In a restaurant
 4. At the theatre
 5. In a concert hall

Диалог	A	B	C	D
Место действия				

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **A–E** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6** **только один раз**. В списке **1–6** есть **одно лишнее утверждение**. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- B2**
1. Special plants for a happy marriage.
 2. Wear the right colour and study the stars.
 3. Very personal artwork just for the bride.
 4. How mom and dad can guarantee a wealthy marriage.
 5. Why the groom circles the church three times.
 6. Colours and shapes are traditional and symbolic.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите разговор учителя с мистером Смит. В заданиях **A1–A6** обведите цифру **1, 2 или 3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A1**
- What's the problem with Johnny?
- 1) His school grades are very bad.
 - 2) His grades are worse than they used to be.
 - 3) He doesn't want to go to school any more.

- A2** Johnny often plays math games
- 1) during his school classes.
 - 2) at home in the evenings.
 - 3) on family trips.
- A3** The teacher is mainly worried about Johnny's
- 1) poor performance in Math.
 - 2) bad grades in biology.
 - 3) lack of interest in class.
- A4** What is NOT TRUE according to Mr. Smith?
- 1) Johnny quarreled with his friends while building a fort.
 - 2) Johnny likes his school teacher and finds her lessons interesting.
 - 3) There aren't any family problems to worry about.
- A5** What's wrong with the Johnny's seat?
- 1) It's too far from the front.
 - 2) It's by the window.
 - 3) It's uncomfortable.
- A6** Who was the first to understand the problem?
- 1) Mr. Smith.
 - 2) The teacher.
 - 3) Both at the same time.

Раздел 2. Чтение

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами А–Г. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

В3

1. High in many ways
2. Land and water
3. The smaller the better
4. For adrenalin rush
5. One for more than a dozen
6. Not rich any more
7. A country in a city
8. Once poor, now rich

- A. Everyone knows that Russia is the largest country in the world, in terms of territory. But what about the world's smallest countries; do you know what they are? Today there are 17 countries that each consists of less than 500 square kilometers in area. If we combined all the land area of these 17 countries, we would have a single country just a bit larger than the U.S. state of Rhode Island. Even tiny Singapore is too big for this list.
- B. The smallest of these tiny countries is Vatican City, covering less than half a square kilometer. Vatican City is the spiritual center of the world's Roman Catholics, who today number over 1 billion. It is also the home of the Pope, the head of the Catholic Church. About 800 people reside permanently in Vatican City, but over 25,000 people visit every day, in order to see its beautiful churches and museums. Vatican City is surrounded by Rome, Italy.
- C. Next on the list of tiny countries is Monaco, which covers about 2 square kilometers. Monaco is also famous for being the smallest monarchy in the world, and for being the most densely populated country. It may be best known as one of James Bond's favorite places, with its many casinos and beautiful women! The economy of Monaco is based mostly on gambling and tourism. It lies on the coast of the Mediterranean Sea and borders France.
- D. Another tiny European country is Liechtenstein, which is quite large compared to Monaco. It covers 160 square kilometers. It borders Switzerland and Austria, and is situated entirely within the Alps. Most of its territory is mountainous, making it a popular destination for skiers. With almost no natural resources, the country has developed a highly-industrialized free-enterprise economy. Like its neighbor Switzerland, Liechtenstein follows a policy of neutrality and has no military.
- E. Many of the world's smallest countries are islands or groups of islands. For example, the Maldives is a country made up of 1,190 islands, only 185 of which are occupied. The country, situated in the Indian Ocean, can claim 298 square kilometers in land-territory. A former colony of the U.K., it has been independent since 1965. While hot and humid all year long, the Maldives also enjoys constant cool sea breezes. Its beautiful coral reefs make it a popular destination for divers.

- F. You've probably never heard of San Marino, another of the world's smallest countries. San Marino is known as the world's oldest republic, having been founded in AD 301 by a group of early Christians escaping religious persecution. The nation is situated on the Adriatic coast, bordering north-central Italy. This location makes it a highly desirable tourist destination. Indeed, tourism has helped transform San Marino from one of the world's poorest countries to one of the richest.
- G. Tiny Nauru is both the smallest island nation in the world and the smallest republic. Its total territory is just 21 square kilometers. It's situated in the southern Pacific Ocean. In the early part of the 20th century, the people of Nauru became rich, thanks to the rich phosphate reserves on the island. But once all the phosphate was mined, the small nation found it had no other income source for its 9,000 citizens. Today 90% of the island's inhabitants are unemployed.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведённых утверждений A7–A14 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).

The United Nations sponsors many wonderful programs to help people all over the world, and one of the most famous — and oldest — is UNICEF. The acronym UNICEF is short for the United Nations International Children's Emergency Fund. The program was founded in 1946 to provide emergency food and healthcare for millions of children in the countries that had been ruined by World War II. Today UNICEF helps children in developing countries with programs that support human rights, food, healthcare, and education. UNICEF programs emphasize the importance of developing strong communities. In recognition of its work, UNICEF was awarded the Nobel Peace Prize in 1965.

UNICEF operates with a budget of over \$2.7 billion. The funds are provided by governments of the member nations of the U.N. and also by private groups and individuals. In the United States and Canada, UNICEF is especially well known for its "Trick-or-Treat" program, which began in 1950. Every Halloween, in October, children dress up in magical, fantastic and scary outfits and go door to door in their neighborhoods, asking for candy. Many children also carry with them bright orange "Trick-or-Treat" boxes, and they receive money as well as candy. They get to eat the candy, of course, but the money is given to UNICEF. Over \$200 million has been raised in this way — all by children dressed up as witches and ogres and fairy princesses.

UNICEF has offices and centers in over 190 countries, with thousands of staff, interns and volunteers. UNICEF also relies on famous people to help raise awareness for its projects. One of the most famous and popular was the actress Audrey Hepburn. Hepburn had herself been the child of war, having survived World War II in the Netherlands. She credited the United Nations with saving her from starvation at the end of the war. Hepburn believed her work with UNICEF was more important and more meaningful than her career as an actress.

- A7** UNICEF programs are aimed exclusively at physical support of children worldwide.
1) True 2) False 3) Not stated
- A8** Most part of the UNICEF budget comes from private donations.
1) True 2) False 3) Not stated
- A9** Even little children donate money to UNICEF.
1) True 2) False 3) Not stated
- A10** UNICEF uses “Trick-or-Treat” program only in the United States and Canada.
1) True 2) False 3) Not stated
- A11** UNICEF operates in all the countries of the world.
1) True 2) False 3) Not stated
- A12** Many people work for this organization free of charge.
1) True 2) False 3) Not stated
- A13** Audrey Hepburn survived during the war thanks to the programs of UNICEF.
1) True 2) False 3) Not stated
- A14** Audrey Hepburn didn’t care much for her career as an actress.
1) True 2) False 3) Not stated

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B12** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

- | | | |
|------------|--|---------|
| B4 | The famous American poet Maya Angelou was born in St. Louis, Missouri, in 1928. When she was three years old, her parents _____. | DIVORCE |
| B5 | She and her older brother _____ to live with their grandmother. | SEND |
| B6 | _____ up at her grandmother's was a difficult, unhappy time for Maya. | GROW |
| B7 | For almost four years, she spoke to no one but _____ brother. | SHE |
| B8 | Still she grew up _____ a successful singer, actress, and professor. | BE |
| B9 | Today she is one of _____ most respected authors. | AMERICA |
| B10 | In 1993 Angelou read her _____ poem, "On the Pulse of the Morning" and hardly any American citizen missed it. | MOVE |
| B11 | It happened at the ceremony to swear Bill Clinton in as president of the United States, where she _____ among many other guests. | INVITE |
| B12 | The event was shown by all the TV channels and immediately _____ Angelou worldwide fame. | BRING |

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B13–B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B13–B18**.

- | | | |
|------------|---|----------|
| B13 | It happened in 1707. On a _____ October night four English navy ships hit rocks in the Atlantic Ocean and sank. | FOG |
| B14 | The ships had been sailing in the thick fog for twelve days when the _____ accident occurred. | TRAGEDY |
| B15 | The compass went out of order and the commanders and their _____ were lost in the ocean. | NAVIGATE |

B16	They had no way of knowing their _____.	LOCATE
B17	They thought they were near the _____ coast.	FRANCE
B18	They were wrong, and their lack of _____ cost thousands of lives.	KNOW

Раздел 4. Письмо

Для ответа на задание C1 используйте отдельный чистый лист.

При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём — не оцениваются.

- C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend, James.

....Some of my friends don't read books. They'd rather watch its screened version or as the most read the book summary. They say it saves time. As for me, there is nothing like a good book!

Do you read summaries instead of real books, why or why not? Can you get a good grade in Literature, if you do so? What book are you reading now?

Write him a letter and answer his 3 questions.

Write 100–120 words. Remember the rules of letter writing.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

ДЕМОВЕРСИЯ

Задание В1

Вы услышите четыре коротких диалога, обозначенных А, В, С и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

	Dialogue A
A:	Excuse me, where can I pay for this book?
B:	There, at the cash desk.
A:	Thanks. I also need a good French-English dictionary.
B:	Of course. We have a wide choice of paperback dictionaries as well as electronic ones.
A:	Can I have a look at some electronic dictionaries first?
	Dialogue B
A:	Do you know where the WiFi zone is?
B:	It must be somewhere here, in the passenger area. Look there's the sign. Do you want to check your e-mails?
A:	Yeah, and I want to browse the web.... Our flight is delayed and we have to wait anyway.
B:	Ok, but don't get carried away ... you may miss the boarding announcement.
	Dialogue C
A:	Do you often come here?
B:	No, not really. But I like the place. It's quiet and not too expensive, and there's free Wi-Fi — very convenient.
A:	Yeah, but you have to put aside your computer now because I enjoy talking while I'm eating.
B:	Ok, no problem. So what would you like to eat? I recommend tuna salad. I always have it.
	Dialogue D
A:	Hey, turn off your mobile. It always makes a noise. You're not allowed to use mobiles here, don't you know that?
B:	Ok, but pass me the popcorn, please. I like eating while watching a film.

A:	Don't you like it at all? It's an Oscar-nominated film and there's a bunch of celebrities in it.
B:	I like action more, you know. And I generally prefer home video — no one makes me switch off my mobile.

You have 20 seconds to complete the task. (Pause 20 seconds.)

Now you will listen to the dialogues again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задание B2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

I've always been very good at languages. I can speak English and French and it helps a lot as I'm in the export business. When we worked on some contracts with Russian companies, I decided to learn Russian. I take lessons regularly and I've learned a lot of words, but there are very difficult grammar rules in Russian, and there are so many exceptions! I'm not sure I'll ever be able to speak it.

Speaker B

My friends don't think that learning foreign languages is important – English is understood everywhere. I don't agree with them. I want to start learning Italian. It's a lovely language and it sounds beautiful. I've got a pen-pal Mario, who lives in Italy, and I want to go there next year. I think Mario will appreciate my speaking Italian. And travelling is more enjoyable when you can communicate with the locals in their language.

Speaker C

English is my native language and I don't have any problems when I travel — people can speak English everywhere. That's why I don't feel motivated to learn foreign languages at school. But according to the curriculum, I must learn two foreign languages. We start learning the first one at the age of seven. Usually it's French or German. At the age of 13 or 14 we choose the second language - Italian, Spanish, Chinese or others.

Speaker D

Languages are very important in modern life. But learning languages is very difficult and time consuming. The quickest way to learn a language is to go the country where it's spoken. It works, however, only if you communicate outside the classroom a lot. Watching the news, reading newspapers and writing notes and emails helps a lot too. But the most important thing is not to speak your native language to anyone.

Speaker E

Lots of adults want to learn foreign languages but have no time for it. Children, on the other hand, have enough time but they lack motivation. The easiest way to get children to speak a foreign language is to use it in a game. Young children are not able to understand language rules, but they can easily imitate their teacher. Pictures and toys work very well too – children pick up new words for toys very quickly.

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you will listen to the texts again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задания А1–А6

Вы услышите разговор двух друзей. В заданиях А1–А6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 60 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Sally:	Hi, Adam! Have you heard the news? There was an accident near our school this morning.
Adam:	Oh, Sally! Was anybody injured?
Sally:	Fortunately not. But three cars were seriously damaged.
Adam:	Gosh!
Sally:	Yes, a lorry and two small cars.
Adam:	Oh!
Sally:	The lorry started to slow down before the crossroads, but the driver of the Peugeot 307 didn't notice and crashed into it. And a second later, a Mini Cooper smashed into the back of it.
Adam:	Awful! And you saw it all, did you?
Sally:	Yes, I did. I saw it from the bus window. I was just on my way to school when it happened. The road was completely blocked because of the accident. I had to get off the city bus and run to school so as not to be late for my first class.
Adam:	You must have been very scared by the accident.
Sally:	No, not really. It's funny, but I became more popular with my schoolmates. Everyone wanted to talk to me to find out more details.
Adam:	Hm. And why did it all happen? Slippery road, fog or rain?
Sally:	No. It was nice and clear. There wasn't much traffic on the roads. And nobody exceeded the speed limit.
Adam:	What was it then?

Sally:	I think it was totally the Peugeot driver's fault. He was talking on his mobile phone at the time. He definitely couldn't concentrate on driving.
Adam:	Using a phone is very risky while driving. Everyone knows that.
Sally:	Yeah. There are lots of things that may distract a driver. Smoking, for example, or talking with the passengers. Even the stereo system may do harm. When you listen to loud music, it affects how you drive. But I believe smoking while driving is the worst. The police should stop smoking drivers and fine them.
Adam:	Yeah, I agree with that. But smokers will object to your idea, I'm afraid.
Sally:	Never mind. All sensible people will support it. It would reduce the number of accidents I'm sure.

You have 30 seconds to complete the task. (Pause 30 seconds.)

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

This is the end of the task. You now have 30 seconds to check your answers. (Pause 30 seconds.)

This is the end of the Listening Test.

Время, отведённое на выполнение заданий, истекло.

ВАРИАНТ 1

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5** только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

	Dialogue A
A:	When was the last time you had your teeth checked?
B:	Not for over a year, I'm afraid.
A:	Well, it looks like you've probably got a cavity.
B:	I was afraid of that.
A:	I can take care of it today if you have the time. And after this, be sure to have your teeth cleaned at least twice a year.
	Dialogue B
A:	So how did your dog get this bad cut on his leg?
B:	We were at the park, and I think he must have stepped on some glass when he ran into the woods. When I couldn't stop the bleeding, I brought him right here.
A:	It's good that you did. This is a deep cut. But don't worry. I'll clean it out and sew it up.
B:	Can I take him home with me today?
A:	No, it's better if he sleeps here tonight, but you can definitely take him home tomorrow.
	Dialogue C
A:	Excuse me, I need to have this prescription filled as quickly as possible.
B:	It'll take about 30 minutes.
A:	OK. I'll wait. Actually, I also need to get some other things. Can you tell me where I can find something for a sore throat?
B:	You'll find a large selection of throat lozenges in Aisle 4, with other medicines for cough, cold and flu.
	Dialogue D
A:	How long have you had this high temperature?
B:	Over a week now, I guess.

A:	I'm going to give you a prescription for an antibiotic. Take it twice a day after meals, with a glass of water.
B:	How long should I take it?
A:	You'll have pills for 5 days. Take it all 5 days, even after your temperature goes down. And then make another appointment to see me, in about a week, even if you're feeling better.

You have 20 seconds to complete the task. (Pause 20 seconds.)

Now you will listen to the dialogues again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задание B2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

At the end of the day, all I want to do is go home and watch TV. I usually pick up something to eat on my way home, like Chinese food or pizza. I get home in time to watch the evening news. Then it depends on what night it is. On Tuesday, I like to watch the comedy shows. On Wednesday, my favorite crime drama is on. And of course Monday night is for watching football. And then I'm ready for bed.

Speaker B

After a stressful day at the office, the best way to unwind is to go to the fitness center. I bring my exercise clothes with me to work, and that way I don't have to go home first. I use several of the machines, and sometimes I take an aerobics class as well. My friend Martha often joins me. We exercise for about an hour and a half, then have a salad at a nearby cafe. After that, I'm ready to go home and sleep!

Speaker C

Both my wife and I are professionals — she's a doctor, I'm a lawyer. At the end of the day, neither of us has the energy to do anything. So most nights we meet at our favorite restaurant and just let the staff there take care of us. They know us well, and as soon as they see us, they bring us our favorite beverage and appetizer. We order whatever the special is, and just sit and relax and talk about our day.

Speaker D

I want to get another degree, so after work I head to the local community college. This semester I'm taking two courses. The accounting course meets three times a week, and the computer course meets twice. Of course I'm always tired after a full day of work, but I really like both of these classes, so somehow I manage to stay awake. I buy a sandwich at the school cafeteria and eat it during the break. I get home and just fall right into bed.

Speaker E

Well, I'm married and have 3 children, so after work, I head straight home. Sometimes I cook dinner, sometimes my husband cooks. The kids help too, of course. We're on a strict budget, so meals aren't fancy, but I try to be sure they're well balanced. Of course, the kids always want dessert, but they have to eat their vegetables before they're allowed any sweets. Once we've eaten and cleaned up the kitchen, it's time to check the kids' homework. When that's done, it's time for bed for all of us!

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you will listen to the texts again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задания A1–A6

Вы услышите интервью со Сюзан Браун. В заданиях A1–A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Now we are ready to start.

Interviewer: Good morning, New York City! This is Paul Smith, and you're listening to "Week-end Getaways." Today we're talking to Susan Brown from "Discover New England." Thank you for joining us today, Susan.

Susan Brown: Thank you Paul.

Interviewer: Susan, to be honest, is there anything new to say about New England? After all, New England is very close to New York City. Surely most New Yorkers know the area well.

Susan Brown: Well, Paul, the answer to that question is definitely "Yes!" There's lots that's new in New England. But also I'd like to point out that New York is full of people arriving from other places, and they may not know about New England at all.

Interviewer: Good point, Susan. So what would you like to tell people about New England?

Susan Brown: Well, first, let's explain what New England is, actually. It's made up of the 6 north-eastern states of Connecticut, Massachusetts, Rhode Island, Vermont, New Hampshire, and Maine. They've been known as New England since 1620, when the area first became an official colony of England. And the name stuck, even after the Revolution gave America its independence.

Interviewer: You know, I honestly didn't know that. I thought the name was just some sort of marketing idea, invented in the last century. So tell me Susan, am I right that when most people think of New England, they think of the fall season, and fall foliage.

Susan Brown: Yes, that's probably the most popular image of New England. The autumn colors are so beautiful with literally billions of leaves turning red and gold and orange and bronze. And the air is cool and clean — perfect for hiking and biking. But for some people — and me among them — New England is at its best in the winter, when the mountains are covered with snow, creating some of the best skiing in the United States.

Interviewer: When I was a boy, I used to spend a month or so every summer at camp in New England. We swam in the local lake, climbed mountains, and took long canoe trips. It was great!

Susan Brown: That's right. Summer is wonderful in New England, especially when you want to escape from the heat and dirt of the city.

Interviewer: But you still haven't told us what's new about New England?

Susan Brown: Well, like you, Paul, a lot of people have memories of visiting New England when they were kids, or with their grandparents. They think of it as a nice place, but quiet. Or maybe they just think of its beautiful outdoor attractions. Well, that would be a mistake. New England today is a lively place, a great place for anyone who loves gourmet dining, world-class jazz concerts, luxurious boutique hotels, incredible shopping, exciting casinos, and sophisticated art galleries.

Interviewer: Wow—that sounds great! But you're probably talking about the cities, like Boston.

Susan Brown: No, not at all. A lot of these attractions can be found in the lovely villages that give the area its unique charm.

Interviewer: We're about out of time, Susan. Anything else you want to add?

Susan Brown: There are also some wonderful cruises that travel up the coastline. This is a really wonderful way to see the beauty of the area!

Interviewer: Thank you Susan. I can see that I didn't know as much about New England as I thought.

You have 30 seconds to complete the task. (Pause 30 seconds.)

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

This is the end of the task. You now have 30 seconds to check your answers. (Pause 30 seconds.)

This is the end of the Listening Test.

Время, отведённое на выполнение заданий, истекло.

ВАРИАНТ 2

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5 только один раз**. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

	Dialogue A
A:	Next Tuesday is my wife's birthday and I'm throwing her a big party. I need to order 5 cakes, all exactly the same.
B:	Of course. What kind of cake does your wife like?
A:	Double fudge cake, with butter cream icing. And on the top of each cake, could you write "Happy 50 th Birthday Anne"?
B:	Sure, no problem. We can bake the cakes Tuesday morning, and you can pick them up anytime after 2 pm.
	Dialogue B
A:	Those grapes look wonderful. Give me a pound please.
B:	There you are. One pound of the grapes. The melons are also excellent. They were just delivered this morning.
A:	Hmm! They do smell good. Could you choose a nice ripe one for me?
B:	This one should be perfect for your breakfast tomorrow.
	Dialogue C
A:	I think I'll make stew tonight. Do you have some good stew beef?
B:	Of course. Will one pound be enough?
A:	Yes, I think so. And this weekend, we're going to have a back-yard barbecue, so I'll need 10 hotdogs and enough ground beef for 10 hamburgers.
B:	How about some pork ribs for your barbecue? With a good barbecue sauce?
A:	Oh, that's a great idea. Add a pound, no, 2 pounds of ribs.
	Dialogue D
A:	Excuse me, waiter, we've been waiting more than 30 minutes for our salads. You didn't forget them, did you?

B:	I'm sorry sir. I put your order in as soon as I took it, but a large party of 15 people arrived just before you did. I'm afraid the kitchen's running a bit behind.
A:	A bit? 30 minutes for two salads is more than a bit behind!
B:	Yes, sir, I agree. But they should be ready any minute now sir. Let me go check.

You have 20 seconds to complete the task. (Pause 20 seconds.)

Now you will listen to the dialogues again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задание В2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

Well, I like to walk to work. My friend Nancy and I meet halfway between our two apartments, and we walk together. We talk about work, our families, the TV shows we watched the night before. We help each other with problems we're having, and we laugh at the crazy things our children do. I know other people drink coffee to wake up in the morning, so they'll be ready for work, but for me, that morning walk is the best way to start the day.

Speaker B

Fortunately, I live really close to a subway station, so it's easy to take the subway to work every morning. It's just 5 stops between my station and the one closest to work — a really quick trip. But, boy, is it crowded! It's a really busy line! Sometimes I have to wait for 2 or 3 trains to go by before I can push my way on to the train. I can hardly breathe, there are so many people. But I listen to music on my MP3 player, and the time goes quickly.

Speaker C

There are four of us who regularly drive to work together. Two of us have cars, so we do all the driving. We all share the cost of the gas and parking. Mostly, it's a good way to commute to work. We like to listen to the news and debate the issues of the day. Two of us are pretty liberal and two of us are rather conservative, so sometimes we end up having quite an argument. Once we got so upset with each other, we missed our exit on the highway.

Speaker D

I live near work, so when the weather's nice, I like to ride my bicycle. Fortunately, there are no big hills nearby, so it's an easy ride. It's a pretty ride too. I go through the county park, past a pond with ducks and geese. In the fall, the trees — with their leaves turning red and yellow — are so beautiful. Of course, in the winter, it's too cold and snowy to ride my bike. But in the springtime, there are all sorts of blossoming trees — apple, cherry, and lilac.

Speaker E

I take a bus to work. The bus stop is at the corner, so it's very convenient. And the best part is that my stop is the first stop, which means I always get a seat! I usually bring the paper with me, but I don't read it much. These days the news is always bad; I really don't want to start my day thinking about all the tragedies in the world. So, a lot of the time, I just fall asleep. My stop near work is the last one, and I only wake up when the bus driver shouts at me!

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you will listen to the texts again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задания A1–A6

Вы услышите телефонный разговор отца и дочери. В заданиях A1–A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Now we are ready to start.

Father: Hi, Bethie. I'm so glad you called. How did you like your first week at college?

Daughter: Well, dad, it was good and bad.

Father: Oh, no, are you alright?

Daughter: Yes, yes, I'm fine. Don't panic. Let me tell you what happened. So first I had to check into my dorm and meet my roommate. Her name is Kim and she's from South Korea.

Father: Oh, that's wonderful. You wanted an international roommate.

Daughter: And Kim's just great. She's already taught me some Korean, and I'm helping her with English. Plus she loves singing. We're going to join the school chorus together.

Father: Oh, that sounds nice — but are you sure you'll have enough time — with all your studies — to be in the chorus?

Daughter: Dad, stop worrying. I've been to all my classes and they're all really interesting, and I'm sure I can do well.

Father: Well, that sounds great — but you said your first week was both good and bad. So what was bad?

Daughter: Well — now don't get angry — but I'm out of money!

Father: Already? How in the world could you spend all the money we gave you and all the money you saved?

Daughter: Easy! Everything is so expensive here! First Kim and I had to buy things for our room.

Father: Like what? Doesn't the university provide everything you need?

Daughter: Yea, they provide furniture — but the room is really ugly. So we bought some new curtains, and a carpet, and some really cool pictures for the walls.

Father: OK. But that couldn't have used up all your money.

Daughter: Well, no, of course not. I had to spend a fortune on books and supplies. I had no idea college books would cost so much. My biology book cost \$75!

Father: Well, alright, you have to get books and supplies. But still, how could you spend all your money in just one week?

Daughter: Well, Kim and I decided we should buy bikes, because it's much easier to ride bikes to class than to take the bus. And I can't ride a bike in a skirt, and I only brought one pair of pants with me, so I had to go out and buy some new pants, and while I was at the store, I found a great pair of boots for winter. And over the weekend we went out with some new friends, and we ended up at this really nice restaurant, and then we went to a club to go dancing, and then ...

Father: Stop — I get the idea. Honey, I think you better call back when your mom's home. We have to have a serious talk.

Daughter: Yea, I figured that's what you'd say!

You have 30 seconds to complete the task. (Pause 30 seconds.)

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

This is the end of the task. You now have 30 seconds to check your answers. (Pause 30 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 прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5 только один раз**. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

	Dialogue A
A:	I'm sorry, sir, but I just can't find any reservation for John Smith.
B:	But I made a reservation online over a week ago. For one night, one person.
A:	Do you have the reservation confirmation number?
B:	I think I do. Wait a second. Here it is.
A:	Oh, I see the problem. The reservation is under John — as if your last name was John. Yes, we do have a single room for you tonight.
	Dialogue B
A:	Miss, can you describe the man who stole your handbag?
B:	Well — a little bit. He was tall and thin and had brown hair. He was wearing a dark green sweat shirt I think. Do you think you'll find him?
A:	To be honest, no, it's not likely we'll find him. But there's a good chance someone will find your handbag and bring it here — though the money and credit cards will probably be gone.
B:	Well, anyhow, at least I reported it. Maybe someday you'll arrest someone who resembles my thief and my information will help put him away!
	Dialogue C
A:	Do you have any listings for houses in the Somerset neighborhood?
B:	Oh, yes, quite a few. What size house are you looking for?
A:	Well, we have 2 small children, so we'd like a 3-bedroom house with a nice yard.
B:	This house just went on the market. It's quite close to the elementary school—perfect for a young family.
	Dialogue D
A:	I think I've found you a nice holiday in Spain. The price includes air fare, hotel, and meals.

B:	Is it near the ocean?
A:	Well, it's about a 15 minute walk, or there's a shuttle bus.
B:	Oh, no, I really wanted to be right on the ocean.
A:	Unfortunately, hotels on the beach are quite a bit more expensive. But let me see if there are any special deals today.

You have 20 seconds to complete the task. (Pause 20 seconds.)

Now you will listen to the dialogues again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задание В2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

I love martial arts movies — you know, like karate and judo. I know that's sort of strange. I mean, girls usually don't like martial arts movies, but I love them. I guess it's because my dad taught me karate when I was young, and then I went to a karate school to get my black belt. I'm pretty good — though not as good as stars like Bruce Lee. When I watch these films I really appreciate how good the real experts are. They have to practice a lot to make it look so easy!

Speaker B

I love the old classic films; you know, the black-and-white movies they show on late-night TV. I love it when they have a classics festival at our local movie theater, and we can see these films on the big screen. Somehow, the stories are both more melodramatic and more realistic than the stuff they're making today. And the acting is so much better. A lot of actors started on the stage back then, unlike actors today who start out on TV. You can really tell the difference.

Speaker C

I'm fond of good romantic movies. I like going with my husband. He says he doesn't like romantic movies, but I don't care. They have a good influence on him. After going to a romantic movie together, my husband starts sending me romantic SMS messages and even brings me flowers. It doesn't last long, but it's nice for awhile.

Speaker D

Oh, comedies for sure. Yea, my friends and I are always first in line on the day a new comedy comes out. You know, the kind with teenagers doing really, really stupid things. My mom complains that the stories are unbelievable and the language is awful — and she's right, of course. But you know, they usually have a moral — kind of. You know, about loyalty or courage. You have to look for it, but it's there.

Speaker E

I love being scared, so give me a good horror film any day! Some people think horror films are too predictable — I mean, of course the first few people are going to have to die, before the hero — or heroine — can figure out who the villain is. But you don't really go for the story. It's about style: the combination of the music and special effects and amazing stunts. Somehow, the best of the horror film makers can still surprise us. That's what's so fun!

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you will listen to the texts again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задания A1–A6

Вы услышите интервью с доктором Джоунз. В заданиях A1–A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Now we are ready to start.

Jack Smith: You're listening to "What's New, Miami?" This is Jack Smith, and today I'm interviewing Dr. Pamela Jones, who is here to tell us about something that we can all relate to — healthy eating. Welcome Dr. Jones.

Dr. Jones: Thank you for having me Jack.

Jack Smith: Dr. Jones, I know I should eat healthier — but I really like rich food, and I hate to think I'll never be able to eat a cheeseburger or chocolate cake again.

Dr. Jones: Well, Jack, I have good news for you — an occasional cheeseburger or slice of chocolate cake is not going to kill you. But the key here is "occasional." If you eat healthy most of the time, then every once in a while, you can give yourself a treat.

Jack Smith: Oh, I like that. So what tips can you give our listeners? How can they start to eat more healthfully?

Dr. Jones: Well, it's best to be realistic. Make small changes over time. Start using olive oil in cooking instead of butter. If you usually have two pieces of bread with every meal, try having just one. Add one piece of fruit a day. When you're used to those changes, make a few more.

Jack Smith: So you mean I don't need to start counting calories tomorrow?

Dr. Jones: Certainly not. For most people, just eating smaller portions will make an enormous difference. One very effective trick is simply using smaller dishes. Instead of using a large dinner plate, put your meal on a salad plate.

Jack Smith: What a great idea. But I eat out a lot, at restaurants. And the portions there are so big.

Dr. Jones: Well, one solution is to order just a starter instead of an entrée. And of course you don't have to eat everything they bring you. Instead of asking for a take-away box at the end of the meal, why not ask for it at the beginning. Just put aside a third or a half of your meal before you even start.

Jack Smith: That makes a lot of sense. I often think "I'll never be able to eat all of this," but then somehow I do — and I'm sorry I did.

Dr. Jones: I hear that a lot from the people I work with! And that reminds me of another important tip: listen to your body. It knows when it needs to eat, and when it's full. Actually, one major problem is that people often don't eat when they're first hungry, and when they finally sit down to eat, they eat too much. This is why it's a great idea to eat 4 or 5 smaller meals throughout the day, rather than the traditional 3 large meals.

Jack Smith: We're about out of time, Dr. Jones. Is there any final advice you can give us?

Dr. Jones: One of the biggest changes I suggest for my patients is that they make time to eat with other people — family, friends, co-workers. People are eating alone too much these days — at their desks, in front of their computers or their TVs. And they often over-eat. Eating with other people is a better habit in so many ways.

Jack Smith: Thank you so much Dr. Jones. You've definitely inspired me!

You have 30 seconds to complete the task. (Pause 30 seconds.)

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

This is the end of the task. You now have 30 seconds to check your answers. (Pause 30 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 прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Вы услышите четыре коротких диалога, обозначенных **A, B, C и D**. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка **1–5** только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

	Dialogue A
A:	Excuse me, can you tell me — what station is this?
B:	Philadelphia.
A:	Oh, when do we get to New York City?
B:	We're scheduled to arrive at Grand Central Station in about 2 hours.
A:	That long? Well, I guess I have time then to get something to eat in the cafe.
	Dialogue B
A:	Excuse me, is this the South Street Station stop?
B:	No, this is 53 rd Street. You can't get to South Street Station on this line.
A:	Can you tell me how I can get to South Street?
B:	Sure, it's easy. At the next stop, switch to the Blue Line, going south. South Street Station is the third stop.
	Dialogue C
A:	How do these feel? Are they a better fit than the last pair?
B:	No, these are too tight in the toes.
A:	That's too bad. But I have one more pair for you to try. There ... how do they feel?
B:	Oh, these are perfect. I could walk all day wearing these.
A:	And they look very nice on your feet too.
	Dialogue D
A:	Waiter, I'm sorry but there's something wrong with this check.
B:	I'm sorry sir. Did I add it up wrong?
A:	You've charged us for 2 deserts, but we had only 1 — we shared it.

B:	Oh, you're absolutely right, sir. I'll redo it right away. I'm really sorry about that.
A:	Don't worry about it. We had a wonderful meal, and you gave us excellent service.

You have 20 seconds to complete the task. (Pause 20 seconds.)

Now you will listen to the dialogues again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задание В2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

Last summer was the best summer vacation ever! My parents and I went camping for three weeks. We spent our days hiking in the mountains. The views at the top were amazing. We could see for miles and miles. Almost every day we went swimming somewhere — a nearby lake or a river. At night we cooked our dinner over an open fire. We burnt the food a lot, but it was still fun. And at night we slept out under the stars. Mostly it was just great to be with my folks.

Speaker B

Every year I spend my summer vacation at camp. It's not a traditional camp though. It's a computer camp. Instead of tennis and arts and crafts and stuff like that, we spend all day working on new computer programs. I know it would be boring for some people, but we really love it. And we do some camp activities like swimming in the lake and cooking out. My best friends are people I met at camp. Next year we're all going to be counselors at the same camp.

Speaker C

I don't really like summer vacation too much. My family doesn't have enough money to send me to camp or anything, so I just sit at home all day for two months. Last year was not an exception. I watched TV and read a lot of books. That part's OK; I love reading. Sometimes I met friends and went walking in the park or swimming down at the river, but most of my friends either had jobs or went away for the summer. To be honest, I got pretty lonely.

Speaker D

Since I was a little kid, I've spent my summer vacation at my grandparents' farm. It's a real farm, with cows and pigs and chickens, and my grandparents let me help with everything. I've been milking the cows since I was about six. At first, it was kind of scary. Cows are really big! But now I'm really good at it. And I love feeding the pigs. They get so excited when you show up with a bucket full of food for them.

Speaker E

Well, I have a job all year long, and in the summer I just work longer hours. I work at my parents' bookstore. During the school year, I just work on the weekends, but in the summer, I work about 20 hours a week. When new books come in, I put them on the shelves. And I work at the cash register some of the time, but not a lot, because I'm always making mistakes. My favorite job is creating displays for new books, and my least favorite job is emptying the trash. I work a lot, but I still have time to meet my friends too.

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you will listen to the texts again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задания A1–A6

Вы услышите интервью с ветеринаром. В заданиях A1–A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Now we are ready to start.

Reporter: Good morning! This is Erica Nessen and you're listening to "Animals in our World." Today our guest is Dr. Manuel Gutierrez. He's a veterinarian and the author of a new book about taking care of your pets. Dr. Gutierrez, welcome! I understand many of your patients are the pets of famous people.

Dr. Gutierrez: Yes, many of my clients — that is, the human owners of my patients — are movie stars, musicians, and politicians.

Reporter: Are the pets of famous people different from the pets of regular people?

Dr. Gutierrez: Well, sometimes they come to my office in chauffeur driven limousines, wearing diamond collars, but really pets are all the same. They all need lots of love, a healthy diet, and good grooming. If you take care of them, they'll take care of you.

Reporter: They'll take care of you? How can a pet take care of you?

Dr. Gutierrez: It's a well-documented fact that people with pets live longer, healthier — even happier — lives.

Reporter: Really? Why's that?

Dr. Gutierrez: Well, for a number of reasons. First of all, pets, such as dogs, require lots of exercise — so when you walk your dog, your pet stays fit and so do you.

Reporter: Except don't some people just hire dog-walkers these days?

Dr. Gutierrez: Sadly, that's true. But even those people may benefit in other ways. Living with a pet like a dog, a cat, even fish and birds, can be good for your mental health as well.

Reporter: How does that work?

Dr. Gutierrez: Pets are great listeners, and when people are anxious or sad, the best therapy is simply to talk. Just spending time with your pet has a calming effect. Furthermore, nowadays, many people live alone, and being able to come home to your pet, even if it's just a fish in a fish tank, helps people feel less lonely.

Reporter: That makes sense but how does all of this help you live longer?

Dr. Gutierrez: Well, the calming effect of living with a pet lowers a person's blood pressure. And some recent studies have shown that people with pets have lower cholesterol levels and are able to recover quicker after illnesses or personal tragedies.

Reporter: You're very convincing, Dr. Gutierrez. Does that mean you think everyone should have a pet?

Dr. Gutierrez: Well, any pet, even a turtle, requires daily care, so only people who are willing to make that commitment should get a pet.

You have 30 seconds to complete the task. (Pause 30 seconds.)

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

This is the end of the task. You now have 30 seconds to check your answers. (Pause 30 seconds.)

This is the end of the Listening Test.

Время, отведённое на выполнение заданий, истекло.

ВАРИАНТ 5

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Вы услышите четыре коротких диалога, обозначенных А, В, С и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

	Dialogue A
A:	Sam, can you tell me why you did so poorly on yesterday's quiz?
B:	I tried, I really did, Mrs. Jones, but I just don't understand the new course material.
A:	Well, when you don't understand something, you need to tell me, and I'll try to help you.
B:	Thank you Mrs. Jones — I promise I'll do that next time.
A:	Good. Then I'm sure you'll get a good mark on the next quiz, like you usually do.
	Dialogue B
A:	What's the name of the book you're looking for?
B:	Moby Dick.
A:	You'll find that in Fiction, in the M section under Melville.
B:	Thank you. Oh, and how long can I check the book out for?
A:	Two weeks, and you can renew for another two weeks if you need to.
	Dialogue C
A:	I can't believe you got us tickets for today's performance. I thought they were sold out!
B:	They are, but my friend Anne works in the Philharmonic's publicity office, and she had a few extra tickets.
A:	Wow. These are amazing seats. I've never heard Beethoven's 9 th symphony performed live before — let alone sitting in the 3 rd row.
B:	Me neither. We won't miss a single note sitting this close to the orchestra.
	Dialogue D
A:	This is so exciting. I can't believe I'm about to see my favorite actor playing Hamlet, right here, on that stage!
B:	Me neither. You know, this show's been sold out since it opened.

A:	So how did you get tickets?
B:	My brother bought them for his wife, but she broke her leg this weekend skiing.
A:	Well, I'm sorry for her bad luck, but happy for us! Shhh! The curtain's going up!

You have 20 seconds to complete the task. *(Pause 20 seconds.)*

Now you will listen to the dialogues again. *(Repeat.)*

This is the end of the task. You now have 20 seconds to check your answers. *(Pause 20 seconds.)*

Задание B2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

In Mexico, there are many wonderful traditions associated with getting married. During the wedding ceremony, a white ribbon is wrapped around the necks of the bride and groom, to symbolize the permanency of their marriage. During the reception, the wedding guests stand in the shape of a heart around the groom and bride as the couple dances their first dance together as husband and wife. When the couple leaves, guests toss red beads at them to wish them good luck.

Speaker B

The people of Sweden have some interesting customs associated with weddings. Before the bride leaves for the church, her mother puts a gold coin in her right shoe, and her father puts a silver coin in her left shoe. This tradition is supposed to guarantee that she will always have money. In Sweden it is customary for the bride to wear three rings: her engagement ring, her wedding ring, and a motherhood ring.

Speaker C

Red is the color of weddings in China. It means that the couple will always have love and money. Often the bride's dress is red, as are the wedding invitations and gift boxes. The day of the wedding is carefully chosen according to astrological signs. The family hires an astrologist to read the stars to determine the luckiest day for the wedding.

Speaker D

In traditional weddings in Hawaii, the bride and groom wear necklaces made of flowers, called leis. They symbolize love and respect. Leis are made with Hawaiian tropical flowers, which are known for their beauty and sweet fragrance. During the ceremony, both the bride and groom wear white. The groom also wears a red sash tied around his waist.

Speaker E

Weddings in Morocco can last from four to seven days. On her wedding day, a Moroccan bride often has her hands and feet painted with henna in a design dating back at least 200 years. After the ceremony and reception, before the bride enters her new home for the first time, she walks around the outside three times.

You have 30 seconds to complete the task. (*Pause 30 seconds.*)

Now you will listen to the texts again. (*Repeat.*)

This is the end of the task. You now have 20 seconds to check your answers. (*Pause 20 seconds.*)

Задания А1–А6

Вы услышите разговор учителя с мистером Смит. В заданиях А1–А6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Now we are ready to start.

Teacher: Thank you for coming to meet me today Mr. Smith.

Mr. Smith: Well, you sounded worried on the phone. Has Johnny done something wrong?

Teacher: No, no. Your son is one of my best students. Or at least he was until recently. But in the last month or so, his grades have been slipping, and I was wondering if you know why.

Mr. Smith: Oh, really? I didn't realize. Everything's fine at home.

Teacher: Well, I'm glad to hear that. But here in class he just isn't paying attention anymore. He used to listen carefully when we worked on new math problems, and he was always one of the first students to volunteer answers. Now he just looks out the window all the time.

Mr. Smith: That is odd. He loves math. We often play math games when we take trips in the car, on holiday.

Teacher: Yes, he told me about how he often wins!

Mr. Smith: Absolutely true. I'm not very good at math, and my wife is even worse!

Teacher: Well, Johnny showed real talent — until a month ago. But it's not only in math that he's doing badly. Last week, we watched a movie about dinosaurs in biology class. He wrote a wonderful report on dinosaurs last semester so I thought he would love this movie. But again he just sat looking out the window the entire time.

Mr. Smith: Oh, dear, this does sound bad. What do you think it is?

Teacher: Well, sometimes children can't work at school if there are problems at home ...

Mr. Smith: Oh, no, it's not that. Everything is fine at home.

Teacher: Well, sometimes it's because he's having problems with friends. Has he told you about problems with any schoolmates?

Mr. Smith: No, I don't think that's it. Just the other day his two best friends, Fred Jones and Sam Spade, came over — the three of them had a great time together, building a fort in the back yard.

Teacher: Well, I suppose it could be me ... perhaps Johnny has said something to you about me ... please tell me if he has.

Mr. Smith: Oh, no, that's not it. Johnny loves your class. The only thing he doesn't like is his seat.

Teacher: His seat?

Mr. Smith: Yes. I don't know why, but the other day — out of the blue — he said he wished he could sit in the front of the class instead of the back.

Teacher: But he's always sat near the back. ... Oh, how stupid of me ... I think I know what the problem is.

Mr. Smith: You do?

Teacher: Mr. Smith, I notice you're wearing glasses. Have you always worn glasses?

Mr. Smith: Oh, of course. I started wearing glasses at just about the age Johnny is now. I'll take him to the eye doctor today!

You have 30 seconds to complete the task. (Pause 30 seconds.)

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

This is the end of the task. You now have 30 seconds to check your answers. (Pause 30 seconds.)

This is the end of the Listening Test.

Время, отведённое на выполнение заданий, истекло.

ОТВЕТЫ

ВАРИАНТ 1

Номер задания	Ответ
B1	4125
B2	46513
A1	1
A2	2
A3	2
A4	3
A5	3
A6	1
B3	3185476
A7	1
A8	2
A9	1
A10	3
A11	1
A12	3
A13	1
A14	2
B4	could
B5	having
B6	aren't/are not
B7	drove
B8	were taken
B9	them
B10	looking
B11	Our
B12	first
B13	Greek
B14	writer
B15	foolish
B16	slavery
B17	wisdom
B18	freedom

ВАРИАНТ 2

Номер задания	Ответ
B1	4152
B2	53126
A1	1
A2	3
A3	3
A4	1
A5	2
A6	3
B3	8217435
A7	3
A8	3
A9	2
A10	3
A11	2
A12	2
A13	1
A14	1
B4	languages
B5	says
B6	areused
B7	including
B8	China's
B9	Its
B10	to cause
B11	those
B12	bereplaced
B13	argument
B14	skillful
B15	conclusion
B16	finally
B17	truly
B18	wealthy

ВАРИАНТ 3

Номер задания	Ответ
B1	5412
B2	21635
A1	2
A2	3
A3	3
A4	2
A5	1
A6	2
B3	3528741
A7	3
A8	1
A9	2
A10	3
A11	2
A12	1
A13	1
A14	1
B4	made
B5	becomes
B6	first
B7	havefound/found
B8	blowing
B9	their
B10	isused
B11	Thousands
B12	toimagine
B13	competition
B14	regularly
B15	initially
B16	president
B17	American
B18	championship

ВАРИАНТ 4

Номер задания	Ответ
B1	5231
B2	14253
A1	1
A2	2
A3	3
A4	2
A5	3
A6	1
B3	7462138
A7	3
A8	2
A9	1
A10	2
A11	1
A12	1
A13	2
A14	3
B4	latest
B5	called
B6	reads
B7	characters'
B8	is
B9	has heard
B10	begins
B11	is believed
B12	any
B13	growth
B14	renewable
B15	development
B16	pessimistic
B17	ecological
B18	dangerous

ВАРИАНТ 5

Номер задания	Ответ
B1	1254
B2	64253
A1	2
A2	3
A3	3
A4	1
A5	1
A6	2
B3	5741286
A7	2
A8	3
A9	1
A10	3
A11	2
A12	1
A13	2
A14	3
B4	divorced
B5	weresent
B6	growing
B7	her
B8	tobe
B9	America's
B10	moving
B11	wasinvited
B12	brought
B13	froggy
B14	tragic
B15	navigators
B16	location
B17	French
B18	knowledge

**Демонстрационный вариант
контрольных измерительных материалов
для проведения
государственной (итоговой) аттестации (в новой форме)
по АНГЛИЙСКОМУ ЯЗЫКУ обучающихся,
освоивших основные общеобразовательные программы
основного общего образования**

УСТНАЯ ЧАСТЬ

Пояснения к демонстрационному варианту экзаменационной работы

При ознакомлении с демонстрационным вариантом (устная часть) следует иметь в виду, что задания, включённые в демонстрационный вариант, не отражают всех элементов содержания, которые будут проверяться с помощью вариантов КИМ. Полный перечень элементов содержания, которые могут контролироваться на экзамене, приведён в кодификаторе элементов содержания экзаменационной работы для выпускников IX классов общеобразовательных учреждений по английскому языку, размещённом на сайте: www.fipi.ru.

Демонстрационный вариант предназначен для того, чтобы дать возможность любому участнику экзамена и широкой общественности составить представление о структуре экзаменационной работы, числе и форме заданий, а также об их уровне сложности. Приведённые критерии оценивания выполнения заданий с развёрнутым ответом, включённые в демонстрационный вариант экзаменационной работы, позволят составить представление о требованиях к полноте и правильности записи развёрнутого ответа.

Эти сведения дают выпускникам возможность выработать стратегию подготовки к сдаче экзамена по английскому языку.

**ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ
КОНТРОЛЬНЫХ ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ
ДЛЯ ПРОВЕДЕНИЯ
ГОСУДАРСТВЕННОЙ (ИТОГОВОЙ) АТТЕСТАЦИИ (В НОВОЙ ФОРМЕ)
ПО АНГЛИЙСКОМУ ЯЗЫКУ ОБУЧАЮЩИХСЯ,
ОСВОИВШИХ ОСНОВНЫЕ ОБЩЕОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ
ОСНОВНОГО ОБЩЕГО ОБРАЗОВАНИЯ**

УСТНАЯ ЧАСТЬ

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

Устная часть экзаменационной работы состоит из двух заданий по говорению: тематическое монологическое высказывание и комбинированный диалог. Время устного ответа — 6 минут на одного учащегося.

Желаем успеха!

УСТНАЯ ЧАСТЬ**Говорение****C2****STUDENT CARD****Task 1**

Give a talk about libraries

Remember to say:

- what we need libraries for
- whether you use your school library, why/why not
- what you prefer: using libraries or Internet resources, why

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

C3**STUDENT CARD****Task 2 (2–3 minutes)**

You play the part of an exchange student in an international school in Malta. You come to your classmate Anna/Andrew to borrow her/his Grammar Book. You need it to write an essay on a British tourist attraction.

- Ask for the Grammar Book and explain what you need it for.
- Answer your classmate's questions about the attraction you are going to write about.
- **Do not** accept any suggestions for the day as you want to start writing the essay as soon as possible.
- Invite your classmate to see a new film tomorrow.

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

Remember to

- mention all the four aspects of the task
 - be active and polite
-

INTERLOCUTOR CARD**Warm up**

1) What's your favourite season? Why do you like it?

C2. Task 1 (2.5–3 min)

Let the student talk for 1.5–2 minutes.

Ask only those questions which the student has not covered while giving his/her talk.

1) What do we need libraries for?

2) Do you use your school library? Why do you use it? Why don't you use it?

3) What do you prefer: using libraries or Internet resources? Why? All these ideas must be covered.

All these topics must be covered.

Finally, you must ask each student the following question:

1. What kind of books do you prefer to read?

2. Why do people read less nowadays than they did 50 years ago?

Skills to be tested

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

- speak at length elaborating on a topic
- produce coherent utterances
- give reasons
- use appropriate grammar and a good range of vocabulary

C3. INTERLOCUTOR CARD**Task 2 (2–3 minutes)**

You play the part of an exchange student in an international school in Malta. Your name is Anna / Andrew. You are having pizza in your room in the student hostel.

- Agree to lend the book and find out what she/he needs it for (*Yes, you can. Here it is. ... What do you need it for, by the way?*)
- Find out what the essay is going to be about. Ask for more information as you don't know anything/much about the topic of the essay. (*And what are you going to write about?... What is it?*)

Ask if your classmate has ever seen it/been there (*It sounds really exciting. Have you ever...?*)

- Offer your classmate to share your pizza (*How about some pizza by the way? I'm just having lunch.*)
- Accept your classmate's invitation. (*OK. Let's go.*)

Skills to be tested

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

- make a request / an invitation
- provide the information required
- accept/ reject an invitation
- maintain and conclude the conversation
- be active and polite

SAMPLE CONVERSATION

Student: Hello, Anna / Andrew

Interlocutor: Hello!

Student: I'm glad you are still at home. Look, I need your English Grammar reference book. Can I borrow it till tomorrow?

Interlocutor: Yes, you can. Here it is.

Student: Thanks.

Interlocutor: What do you need it for, by the way?

Student: I have to write an essay on one of British tourist attractions. I don't think I can do it without a good Grammar Book.

Interlocutor: I see. I always use it for written tasks, too. And what are you going to write about?

Student: I want to write about the London Eye.

Interlocutor: The London Eye? What is it?

Student: Oh! I can't believe you don't know about it. It's a huge wheel in the centre of London, on the bank of the river Thames. It's the largest wheel in Europe. It has large capsules for passengers. The wheel moves slowly and the passengers can enjoy the views of London from the height!

Interlocutor: It sounds really exciting. Have you ever ridden the wheel?

Student: No, unfortunately, not. But I'm going to do it one day.

Interlocutor: I see. How about some pizza by the way? I'm just having lunch.

Student: Thank you, Anna/Andrew, but I really have to go. I have to write the essay. And what are you doing tomorrow?

Interlocutor: I don't have any plans yet? Why?

Student: Let's go to the cinema together. There is a new film on.

Interlocutor: OK. Let's go. Good luck with the essay.

Student: Thanks. And see you tomorrow.

Interlocutor: See you.

**КРИТЕРИИ ОЦЕНИВАНИЯ
ВЫПОЛНЕНИЯ ЗАДАНИЯ С2**
«ГОВОРЕНИЕ. МОНОЛОГИЧЕСКАЯ РЕЧЬ»
(Максимум 6 баллов)**

Решение коммуникативной задачи	Лексико-грамматическое оформление речи	Произносительная сторона речи	Баллы
К5	К6	К7	
Задание выполнено полностью: цель общения достигнута; тема раскрыта в полном объеме (полностью раскрыты все аспекты, указанные в задании, даны развернутые ответы на 2 дополнительных вопроса); социокультурные знания использованы в соответствии с ситуацией общения.			3
Задание выполнено: цель общения достигнута; Но тема раскрыта не в полном объеме (аспекты, указанные в задании, раскрыты не полностью; даны краткие ответы на 2 дополнительных вопроса); социокультурные знания в основном использованы в соответствии с ситуацией общения.	Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче. Демонстрируется разнообразный словарный запас и владение простыми и сложными грамматическими структурами, используются различные типы предложений. Лексико-грамматические ошибки практически отсутствуют (допускается не более 4 негрубых языковых ошибок, не затрудняющих понимание)		2
Задание выполнено частично: цель общения достигнута не полностью; тема раскрыта в ограниченном объеме (не все аспекты, указанные в задании, раскрыты; дан ответ на один дополнительный вопрос ИЛИ даны неточные ответы на 2 дополнительных вопроса); социокультурные знания мало использованы в соответствии с ситуацией общения.	Используемый лексико-грамматический материал в целом соответствует поставленной коммуникативной задаче. Наблюдается некоторое затруднение при подборе слов и неточности в их употреблении. Используются простые грамматические структуры. Допускаются лексико-грамматические ошибки (не более 6 языковых ошибок)	Речь понятна: практически все звуки в потоке речи произносятся правильно: не допускаются фонематические ошибки (меняющие значение высказывания); соблюдается правильный интонационный рисунок	1

Решение коммуникативной задачи	Лексико-грамматическое оформление речи	Произносительная сторона речи	Баллы
К5	К6	К7	
Задание не выполнено: цель общения не достигнута	Недостаточный словарный запас, неправильное использование грамматических структур, многочисленные языковые ошибки не позволяют выполнить поставленную коммуникативную задачу	Речь почти не воспринимается на слух из-за неправильного произношения многих звуков и многочисленных фонематических ошибок	0

****Примечание:** Эксперты оценивают выполнение задания С2 по следующим критериям К5–К7:

1. К5: Решение коммуникативной задачи (содержание) 0–3 балла;
2. К6: Лексическо-грамматическое оформление речи 0–2 балла;
3. К7: Произношение 0–1 балла.

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

В случае, если экзаменуемый читает текст, написанный во время подготовки к устному ответу, его ответ оценивается в 0 баллов.

**КРИТЕРИИ ОЦЕНИВАНИЯ
ВЫПОЛНЕНИЯ ЗАДАНИЯ СЗ***
«ГОВОРЕНИЕ. ДИАЛОГИЧЕСКАЯ РЕЧЬ»
(Максимум 9 баллов)**

Решение коммуни- кативной задачи	Взаимодействие с собеседником	Лексико- грамматическое оформление речи	Произноситель- ная сторона речи	Баллы
К8	К9	К10	К11	
Задание выполнено полностью: цель общения достигнута; тема раскрыта в полном объеме (полностью раскрыты все аспекты, указанные в задании); социокультурные знания использованы в соответствии с ситуацией общения.	Демонстрирует хорошие навыки и умения речевого взаимодействия с партнером: умеет начать, поддержать и закончить беседу; соблюдает очередность при обмене репликами, восстанавливает беседу в случае сбоя, является активным, заинтересованным собеседником, соблюдает нормы вежливости			3
Задание выполнено: цель общения достигнута; Но тема раскрыта не в полном объеме (аспекты, указанные в задании раскрыты не полностью); социокультурные знания в основном использованы в соответствии с ситуацией общения.	Демонстрирует навыки и умения речевого взаимодействия с партнером: умеет начать, поддержать (в большинстве случаев) и закончить беседу; соблюдает очередность при обмене репликами, демонстрирует наличие проблемы в понимании собеседника, не всегда соблюдает нормы вежливости	Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче. Демонстрируется большой словарный запас и владение разнообразными грамматическими структурами. Лексико-грамматические ошибки практически отсутствуют (допускается не более 3 негрубых языковых ошибок, не затрудняющих понимание)		2

Решение коммуникативной задачи	Взаимодействие с собеседником	Лексико-грамматическое оформление речи	Произносительная сторона речи	Баллы
К8	К9	К10	К11	
Задание выполнено частично: цель общения достигнута не полностью; тема раскрыта в ограниченном объеме (не все аспекты, указанные в задании, раскрыты); социокультурные знания мало использованы в соответствии с ситуацией общения.	Демонстрирует несформированность навыков и умения речевого взаимодействия с партнером: умеет начать, но не стремится поддерживать беседу и зависит от помощи со стороны собеседника; в большинстве случаев не соблюдает нормы вежливости	Используемый лексико-грамматический материал в целом соответствует поставленной коммуникативной задаче. Демонстрируется достаточный словарный запас, но наблюдается некоторое затруднение при подборе слов и неточности в их употреблении. Используются только простые грамматические структуры. Допускаются лексико-грамматические ошибки (не более 5 языковых ошибок)	Речь понятна: практически все звуки в потоке речи произносятся правильно: не допускаются фонематические ошибки (меняющие значение высказывания); соблюдается правильный интонационный рисунок	1
Задание не выполнено: цель общения не достигнута; тема не раскрыта; социокультурные знания не использованы в соответствии с ситуацией общения	Не может поддерживать беседу	Недостаточный словарный запас, неправильное использование грамматических структур, многочисленные языковые ошибки не позволяют выполнить поставленную коммуникативную задачу	Речь почти не воспринимается на слух из-за неправильного произношения многих звуков и многочисленных фонематических ошибок	0

Примечание: Эксперты оценивают выполнение задания С3 по критериям К8–К11:

1. К8: Решение коммуникативной задачи (содержание) 0-3 балла;
2. К9: Взаимодействие с собеседником 0-3 балла;
3. К10: Лексическое и грамматическое оформление речи 0-2 балла;
4. К11: Произносительная сторона речи: 0-1 балла.

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

Варианты экзамена в формате ГИА. Устная часть

КАРТОЧКИ УЧАЩЕГОСЯ

ВАРИАНТ 1

C2

STUDENT CARD

Task 1

Give a talk on the place that impressed you most.

Remember to say:

- what kind of a place it is and where it is;
- what it looks like;
- why it impressed you.

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

C3

STUDENT CARD

Task 2 (2–3 min)

You are participating with your school in an International Crafts Fare. You want to bring home some memorable local souvenirs. Talk to the coordinator of the fare and find out about the best place to shop for local crafts or souvenirs.

Ask the coordinator about

- if there is a shop that specializes on local gifts;
- location and working hours of good souvenir shops;
- possible price for local crafts.

You begin the conversation. The examiner will play the part of the coordinator.

Remember to:

- find out the needed factual information asking questions;
 - make suggestions;
 - be polite.
-

ВАРИАНТ 2

C2

STUDENT CARD

Task 1

Give a talk about your plans for the next school year.

Remember to say:

- if you are going to continue your education at school or anywhere else, why;
- what subject would you like to specialize in;
- if you plan to attend any clubs, sections or extra classes, why/why not.

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

C3

STUDENT CARD

Task 2 (2–3 min)

You are in Egypt with your mother. It's Monday and you have only two more days left. Both of you want to go on an active day trip, not a sightseeing excursion. Talk to the guide and find out about the possible options.

Ask the guide about

- kinds of active day trips available and restrictions for them, if any;
- the schedule for the next two days;
- prices.

You begin the conversation. The examiner will play the part of the guide.

Remember to:

- find out the needed factual information asking questions;
- make suggestions;
- be polite.

ВАРИАНТ 3

C2

STUDENT CARD

Task 1

Give a talk on teenage fashions.

Remember to say:

- if both teenage boys and girls pay attention to fashion, why;
- what fashion style you prefer;
- if you would recommend to introduce a fashionable school uniform, why/why not.

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

C3

STUDENT CARD

Task 2 (2–3 min)

Your family is hosting your British pal friend Pete. He wants to practice his Russian and go around the city alone as much as possible. Talk to Pete and find out if he understands how to get to your house.

Ask your friend about

- if he knows how to get to your house and to school using the city transport;
- where to buy tickets for the city transport;
- if he knows what to do if he gets lost.

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

Remember to:

- find out the needed factual information asking questions;
 - make suggestions;
 - be polite.
-

ВАРИАНТ 4**C2****STUDENT CARD****Task 1**

Give a talk on healthy lifestyle.

Remember to say:

- what healthy lifestyle is for you;
- if it is popular among youngsters and why;
- if you can strictly follow it in your everyday life, why/why not.

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

C3**STUDENT CARD****Task 2 (2–3 min)**

You are an exchange student in the USA. You want to choose a club for your extra curriculum activities. Talk to your tutor and find out what school clubs are available for exchange students.

Ask the tutor about:

- if there are any dancing, art or drama clubs available;
- club's meeting days and hours;
- membership requirements and restrictions, if any.

You begin the conversation. The examiner will play the part of the tutor.

Remember to:

- find out the needed factual information asking questions;
 - make suggestions;
 - be polite.
-

ВАРИАНТ 5

C2

STUDENT CARD

Task 1

Give a talk on your greatest wish

Remember to say:

- what kind of wish it is;
- what can make it come true;
- if anyone knows about your wish, why or why not.

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

C3

STUDENT CARD

Task 2 (2–3 min)

You are in an international summer camp. You've got a task to make a report about rare animals for the Science Day. Talk to coordinator of the project and find out about the details of report presentation.

Ask the coordinator about

- if there are any recommendations for the subject and the format of the project;
- available resources;
- the working hours of the computer lab and the library.

You begin the conversation. The examiner will play the part of the coordinator.

Remember to:

- find out the needed factual information asking questions;
 - make suggestions;
 - be polite.
-

КАРТОЧКИ ЭКЗАМЕНТОРА-СОБЕСЕДНИКА

ВАРИАНТ 1

INTERLOCUTOR CARD

Warm up

1) What's your favourite season? Why do you like it?

C2. Task 1 (2.5–3 min)

Let the student talk for 1.5–2 minutes.

Ask only those questions which the student has not covered while giving his/her talk.

1) What kind of a place is it? Where is it?

2) What does it look like?

3) Why it impressed you?

All these topics must be covered.

Finally, you must ask each student the following questions:

- Would you like to live in/close to this place? Why/Why not?

SKILLS TO BE TESTED

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

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

C3. INTERLOCUTOR CARD

Task 2 (2–3 minutes)

You play the part of the coordinator in an International Crafts Fare. One of the participants wants to bring home some memorable local souvenirs.

- Explain him/her where there is a shop that specializes on local gifts;
- Give him/her the information about the location and working hours of good souvenir shops;
- Give your supposition on possible price for local crafts.

Skills to be tested:

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

- find out the needed factual information asking questions;
- maintain and conclude the conversation;
- be active and polite.

ВАРИАНТ 2

INTERLOCUTOR CARD

Warm up

1) What's your favourite holiday? Why do you like it?

C2. Task 1 (2.5–3 min)

Let the student talk for 1.5–2 minutes.

Ask only those questions which the student has not covered while giving a talk.

1) Are you are going to continue your education at school or anywhere else? Why?

2) What subject would you like to specialize in?

3) Do you plan to attend any clubs, sections or extra classes, why/why not?

All these ideas must be covered.

Finally, you must ask each student the following question:

What qualities do you need for your future studies/job?

SKILLS TO BE TESTED

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

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

C3. INTERLOCUTOR CARD

Task 2 (2–3 minutes)

You play the part of the guide in Egypt. Some of the tourists want to go on an active day trip, not a sightseeing one.

- Explain them what are the possible options of active day trips available and restrictions for them, if any;
- Give them the schedule for the next two days;
- Inform them about the prices.

Skills to be tested:

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

- find out the needed factual information asking questions;
- maintain and conclude the conversation;
- be active and polite.

ВАРИАНТ 3

INTERLOCUTOR CARD

Warm up

1) What's your favourite holiday? Why do you like it?

C2. Task 1 (2.5–3 min)

Let the student talk for 1.5–2 minutes.

Ask only those questions which the student has not covered while giving a talk.

1) Do both teenage boys and girls pay attention to fashion? Why?

2) What fashion style do you prefer?

3) Would you recommend introducing a fashionable school uniform? Why or why not?

All these ideas must be covered.

Finally, you must ask each student the following question:

- Do you think fashion style should be different for adults and teenagers ? Why/why not?

SKILLS TO BE TESTED

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

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

C3. INTERLOCUTOR CARD

Task 2 (2–3 minutes)

You play the part of a British exchange student Pete, who is living in a Russian family now. You want to practice your Russian and go around the city alone as much as possible. Your Russian friend worries about the fact whether you understand how to get back to the house you live in.

- Explain him/her that you know how to get to the house and school using the city transport;
- Ask him/her where to buy tickets for the city transport;
- Say that you think it's better to phone him/her and ask for confirmation.

Skills to be tested:

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

- find out the needed factual information asking questions;
- maintain and conclude the conversation;
- be active and polite.

ВАРИАНТ 4

INTERLOCUTOR CARD

Warm up

1) What's your favourite holiday? Why do you like it?

C2. Task 1 (2.5–3 min)

Let the student talk for 1.5–2 minutes.

Ask only those questions which the student has not covered while giving a talk.

1) What is healthy lifestyle for you?

2) Is it popular among youngsters and why?

3) Can you strictly follow it in your everyday life? Why or why not?

All these ideas must be covered.

Finally, you must ask each student the following question:

- Does healthy lifestyle depend on the country or nationality? Why/why not?

SKILLS TO BE TESTED

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

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

C3. INTERLOCUTOR CARD

Task 2 (2–3 minutes)

You play the part of a tutor for exchange students in the USA. One of the students wants to choose a club for his/her extra curriculum activities.

- Explain him/her if there are any dancing, art or drama clubs available for exchange students;
- Inform him/her about club's meeting days and hours;
- Inform him/her about the membership requirements and restrictions, if any.

Skills to be tested:

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

- find out the needed factual information asking questions;
- maintain and conclude the conversation;
- be active and polite.

ВАРИАНТ 5

INTERLOCUTOR CARD

Warm up

1) What's your favourite holiday? Why do you like it?

C2. Task 1 (2.5–3 min)

Let the student talk for 1.5–2 minutes.

Ask only those questions which the student has not covered while giving a talk.

1) What kind of wish is it?

2) What personal qualities do you need to realize your wish?

3) Do you tell anyone about your wish? Why or why not?

All these ideas must be covered.

Finally, you must ask each student the following question:

- What can you personally do to make your wish come true?

SKILLS TO BE TESTED

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

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

C3. INTERLOCUTOR CARD

Task 2 (2–3 minutes)

You play the part of the coordinator in an international summer camp. One of the students has got a task to make a report about rare animals for the Science Day.

- Explain him/her the recommendations for the subject and the format of the project, if any;
- Give him/her the information about the available resources;
- Inform him/her about the working hours of the computer lab and the library.

Skills to be tested:

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

- find out the needed factual information asking questions;
- maintain and conclude the conversation;
- be active and polite.

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